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ABSTRACT

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for implementation in Alberta, Canada, in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes. The general outcome from the program of studies is located at the top of each page. The specific outcomes for the educational level are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column. Each grade level is represented in separate sections, and each section contains references. (RS)

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Illustrative Examples

for

English Language Arts

Kindergarten to Grade 9

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Illustrative Examples

for

English Language Arts

Kindergarten

January 2000

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PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Kindergarten are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

KINDERGARTEN

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• share personal experiences prompted by oral, print and other media texts	• After listening to the story *Ira Sleeps Over*, children share experiences they have had while spending time away from home. • A child tells the class about learning to ride a bike. Other children are reminded of their own experiences and contribute to the discussion. • Using the book *The Shopping Basket*, children discuss their personal grocery shopping experiences; e.g.: Child 1: I helped my mom buy the groceries for supper yesterday. Child 2: What did you buy? Child 1: We bought hamburgers and hamburger buns and salad. I'll draw a picture.
• talk about ideas, experiences and familiar events	• As children draw placemats of favourite foods shared with their families on special occasions, they talk about activities and events related to those special times. • A child talks about helping to plant a garden and tells what seeds were planted.
Experiment with language and forms	
• talk and represent to explore, express and share stories, ideas and experiences	• After skating, pairs of children illustrate a safety rule, using a software drawing program. Children share their drawings with others. • A child draws a picture of a cat and, with assistance, writes Snowball. The child tells about the time Snowball got stuck in a tree. • Photographs of children feeding animals are taken by parent volunteers on a farm field trip. The photographs, together with children's comments about this experience, are displayed on a bulletin board and shared by the children with their Grade 3 buddies.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Express preferences	
• talk about favourite oral, print and other media texts	• The children share their favourite book or favourite text from a CDROM or computer program. Child 1: (points to an illustration) This Grandpa is just like my Grandpa. Child 2: I liked using the computer to make the pictures move. • The children choose favourite photographs from a class photograph album. They tell each other what is happening in the picture. Child 1: I'm making a truck. Child 2: This is my Dad making a kite with me.
Set goals	
• talk about own reading and writing experiences	• A child chooses the book *Have You Seen My Cat?* and says to the teacher, "This cat is the same colour as my cat. Will you read the story to me?" • After making a counting book, a child shows it to the class and explains that the numbers in it were copied from the wall chart.

KINDERGARTEN

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas • listen to experiences and feelings shared by others	• After going out into the first snowfall of the year, children listen to others tell about the experience. Child 1: It was fun to feel the snowflakes on my face. Child 2: My face got wet just like when I'm in the shower. Child 3: My hair is still wet.
Combine ideas • connect related ideas and information	• While looking at a book about polar bears, children make comments. Child 1: My sister has a polar bear toy. Child 2: I saw a nature show on TV about polar bears. They are good swimmers. Child 3: Seals are good swimmers, too. • The children listen to the story *Today Is Monday*. They retell the story, using some of their favourite foods; e.g., a child suggests egg rolls for Monday.
Extend understanding • express interest in new ideas and experiences	• On a rainy day, children put dry tempera paint on pieces of cardboard and place them out in the rain to see what happens in different locations, such as light or heavy areas of rain. Children discuss their observations. • After growing bean seeds in the science centre, children express an interest in growing other kinds of plants. • The children bring snowballs into the classroom to see how long it will take the snowballs to melt.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• connect oral language with print and pictures	• When contributing to a class alphabet book, children draw pictures to illustrate letters of the alphabet. An adult labels the pictures. • At the end of the day, a child tells about a favourite activity for that day, as an adult records the words. The child illustrates the story and takes it home to share.
• understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed	• After a field trip to a farm, children write in their journals. – One child draws a picture of the barn and writes random letters. – One child draws a horse chasing a donkey and writes, "a hs and a dnk." – One child draws a picture of a cat and kittens and dictates the sentence, "The mother cat had three kittens." The children then share their journal entries with classmates. • After going for a walk on a windy day, the children and teacher compose a group story to record their observations. The children illustrate individual copies of the story. • The children draw, sculpt or write about their favourite animals. Child 1 draws a picture of a bear. Child 2 makes a cat from modelling clay. Child 3 draws a picture and writes, "I lik tgr."
• expect print and pictures to have meaning and to be related to each other in print and other media texts	• After reading *Humpty Dumpty* displayed in a pocket chart, children match pictures of the nursery rhyme with the phrase strips. • Using big books, children describe what they see happening in the pictures. The teacher then reads the print to tell the story.
• understand that print and books are organized in predictable ways	• After writing a class book, children work together to organize the pages; e.g., a cover with title and authors, the story or events in correct sequence. • At story time, a child places a familiar big book on the stand, opens it, and indicates where the class should start reading.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use comprehension strategies	
• begin to use language prediction skills when stories are read aloud	• While reading *Rosie's Walk* aloud, the teacher pauses and asks: "What do you think will happen next?" Child 1: The fox is going to eat Rosie. Child 2: The bees will sting the fox. • While listening to *Time to Sleep*, the students chime in, "But first I must tell _______ (e.g., snail, ladybug, woodchuck)."
• ask questions and make comments during listening and reading activities	• While listening to texts or presentations, children say such things as: – How did they do that? – That happened to me when … • As the children listen to *Stone Soup: An Old Tale*, they ask questions. Child 1: What is a cellar? Child 2: Why are people called peasants?
• recall events and characters in familiar stories read aloud by others	• At the story centre, the children use felt cutouts and the feltboard to retell *Cinderella*. • After listening to an adult or older student read the story of *Goldilocks and the Three Bears*, the children retell the story together. Child 1: Once upon a time there were three bears. Child 2: They lived in the woods. Child 3: There was a daddy bear, a mommy bear and a baby bear …
• read own first name, environmental print and symbols, words that have personal significance and some words in texts	• When the children enter the classroom each day, they pick out their own name card and put it on the attendance chart to show they are present. They also might identify the names of children who are absent. • The children identify examples of environmental print, such as Stop, Exit and School.
Use textual cues	
• attend to print cues when stories are read aloud	• As they sing along to the song "Six Little Ducks," the children point out on a chart the words ducks and quack. • Using an interactive software program, a child clicks on each individual word in a story. The word is highlighted and pronounced. The child repeats the word and reads on.
(continued)	

KINDERGARTEN

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use textual cues	
• begin to identify some individual words in texts that have been read aloud	• On the morning message chart, a child identifies and underlines the word Mom in the sentence, "My Mom had a new baby." • When the class shares the poem *I Like Bugs*, in the anthology *For the Love of Language*, a child recognizes the word black from the colour chart.
Use phonics and structural analysis	
• begin to make connections among sounds, letters, words, pictures and meaning	• Sam recognizes the letter "S" in a STOP sign and says, "There's my 'S' like Sam." • When looking through a picture book on zoo animals, children identify the pages that tell about monkeys by looking at the pictures. • A group of children is playing "I Spy." One child says, "I spy with my little eye something that begins with /b/."
• identify and generate rhyming words in oral language	• When children hear three words, such as hat, bat and ball, they choose the one that does not rhyme. • While playing a rhyming game and hearing the word cat, children give such rhyming responses as bat, fat, mat. • In a rhyming song, such as "Down by the Bay," children complete a rhyming sentence, such as: "Did you ever see a bear sitting in a chair?"
• hear and identify sounds in words	• The children are composing a group story about colours. The teacher scribes the story on chart paper and stops at such words as red, green, black, purple, yellow, orange. Students answer such questions as: – What sound do you hear at the beginning of the words? – What other sounds do you hear in the words? • From a list of words, such as hat, hill, ball, the children identify the word that begins with a different sound. • From a list of words, such as cat, sat, cap, the children identify the word that ends with a different sound. • The children hear and identify the beginning and ending sounds in specific words from a story read aloud by the teacher.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use phonics and structural analysis	
• associate sounds with consonants that appear at the beginning of personally significant words	• A child is looking through a personal word list. Teacher: Can you tell me what this word is? Child: Snake. Teacher: Yes. It's snake. And the first letter is "s." What is the first sound you hear in the word *sssnake*? Child: ssssss Teacher: That's right. • Looking at a picture book about farm animals, children are able to find the word *duck* in the accompanying print by knowing the sound /d/ and looking for a word that starts with the letter "d." • Melanie points to the first letter of her name on her name card and says, "My name starts with 'M,' and that says /m/."
Use references	
• recite the letters of the alphabet in order	• When looking for the letter "K," a student sings the alphabet song and points to the letters on the displayed alphabet until coming to "K." • The teacher gives each child a card with an alphabet letter on it. When the teacher calls out a particular letter, the child with that letter card points to the letter and sings the alphabet song up to that letter.
• copy scribed words and print texts to assist with writing	• At the writing centre, a child copies words seen in the classroom. • The children draw pictures of what they did at recess and label them with scribed words, words from a class word chart or words from a picture dictionary.

KINDERGARTEN

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs	• The children sit and listen to an adult read the story *The Three Billy Goats Gruff*. Some children take turns saying the words trip-trap, trip-trap in voices appropriate to each of the three billy goats. • After listening to *The Party*, one group of children role play a family birthday party in the house centre. Another group paints pictures of a birthday cake in the painting centre.
• listen and view attentively	• As the child in the story chair shares a picture story, the other children listen. • After viewing the wordless books *Zoë's Snowy Day* and *Zoë's Sunny Day*, children discuss the similarities and differences in the two stories; e.g., both have the same character Zoë, both have pictures made of modelling clay, one takes place in winter and the other in summer, the characters are dressed differently in each book.
• identify favourite stories and books	• At library time, the children choose favourite books to sign out and take home to read. • The children choose a favourite book to share with a reading buddy or a small group of classmates, or to listen to in the listening centre.
Construct meaning from texts	
• relate aspects of oral, print and other media texts to personal feelings and experiences	• Using magazines, children cut and paste pictures of their favourite animals. • After viewing *The Velveteen Rabbit*, the children talk about and draw a favourite old toy. • After reading stories about pets, the children discuss the issues and responsibilities of owning a pet.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Construct meaning from texts	
• talk about and represent the actions of characters portrayed in oral, print and other media texts	• After the children view the videocassette *The Gingerbread Man*, they make gingerbread puppets and use them to retell the story. • After a field trip to a hospital, the children role play a doctor's/nurse's duties. • After viewing the videocassette *The Owl and the Raven*, the children talk about the story. Child 1: Why did the owl pour paint over the raven? Child 2: The owl got mad because the raven wouldn't stand still. Child 3: I think they were playing a game.
• talk about experiences similar or related to those in oral, print and other media texts	• After listening to *Clifford the Big Red Dog* and *Clifford's Pals*, children comment on Clifford's problem in each book and how Clifford solves his problem. The children discuss what other kinds of problems a dog could encounter. • After the teacher reads *The School*, children relate the events in the story to their own school experiences. • While looking at photographs of a child's camping trip, other children tell about their own vacations.
Appreciate the artistry of texts	
• experiment with sounds, words, word patterns, rhymes and rhythms	• After listening to the alphabet song "Jump and Jingle" on the CDROM *Chicka Chicka Boom Boom*, a group of children work with the teacher to create their own verses; e.g.: C—My name is Carol and my friend's name is Curtis. We come from Calgary and we like carrots.

KINDERGARTEN

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• experience a variety of oral, print and other media texts	• After viewing the videocassette *The Tender Tale of Cinderella Penguin*, the children want to learn about real penguins. They look at some books and watch a videocassette about real penguins. At circle time, the children discuss penguins—what they eat, what they do, where they live, how they care for their babies. • The children participate in a shared reading of *Blue Sea*. One child comments that the big fish words are all pink and the little fish words are all yellow.
Understand techniques and elements	
• develop a sense of story through reading, listening and viewing experiences	• While a group of children share the wordless book *The Snowman*, one child tells the story, using the pictures. • After listening to one child tell a story, another child exclaims, "That's like *The Three Little Pigs*, only with rabbits and a coyote!"
• identify the main characters in a variety of oral, print and other media texts	• The children talk about the characters and act out *Rumpelstiltskin* in the puppet centre. • While learning about fairy tales, children dress up and pretend to be knights, princesses and dragons in a castle.
Experiment with language	
• appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs	• The children chant familiar poems, and they create some new rhymes. • The children chant the nursery rhyme "Diddle Diddle Dumpling" and dramatize it. • The children sing songs in various languages and from different cultures.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• contribute ideas and answer questions related to experiences and familiar oral, print and other media texts	• The children examine and talk about leaves during a visit to a park. Child 1: This part looks like a backbone. Child 2: Everyone has a backbone. Child 3: And this part could be a leg. Child 4: And look, it can walk! (Pretends to make it walk.)
Elaborate on the expression of ideas	
• listen to and recite short poems, songs and rhymes, and engage in word play and action songs	• The children recite *Alligator Pie*, as they follow the text on a large pocket chart. They then make up their own version. • The children dance and sing to "At the Hop."
Structure texts	
• draw, record or tell about ideas and experiences	• A child draws a picture of a pet puppy, asks an adult to print My Puppy Ruff under the picture, and then traces over the print or copies it. • A child draws a picture of a soccer game and writes 4 on the picture. At circle time, the child shows the picture to the class and tells them about the game, explaining that 4 means the number of goals scored.
• talk about and explain the meaning of own pictures and print	• A child tells a story to the class about a picture created with pastels, chalk and crayons in the craft centre.

KINDERGARTEN

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• attend to oral, print and other media texts on topics of interest	• When a Grade 2 student gives a presentation on magnets, the children listen attentively and ask questions about how magnets work. • The children play a memory game, using dinosaur models. – The children identify each dinosaur in a display. – The teacher covers the dinosaur display with a towel and removes one of the models. – After the towel is removed, the children try to identify which dinosaur is missing.
• make statements about topics under discussion	• After reading *Have You Seen Birds?*, the children discuss birds and bird feeders. Child 1: We made a feeder at home from a milk carton. Child 2: So did we! Ours is big! We put sunflower seeds in it. Child 3: How many birds visit at your feeder? Child 4: Can we make a feeder?
Determine information needs	
• ask questions to satisfy personal curiosity	• The children create their own boats in the craft centre and explore, at the water table, if they sink or float. They ask such questions as: – Why did my paper boat float first and then sink? – What are the windows in the boat called? Will the boat float if you open them? – Will my boat sink? – How did you get your boat to float?
Plan to gather information	
• suggest ways to gather ideas and information	• After one child tells the class about a new Dalmatian puppy, the children talk about different kinds of dogs. The children brainstorm how they could find out more about dogs. Child 1: My cousin has two dogs. I could ask him. Child 2: We could look in the school library. Child 3: I could ask the veterinarian when my dog goes for shots. Child 4: My Mom and I could check on the computer.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos	• The children are learning about bats and they want to draw pictures of bats. They refer to such picture books as *Stellaluna*, explore a bookmarked web site on the Internet, or question a guest speaker on the Science Hotline to get details about what bats look like.
Access information	
• use illustrations, photographs, video programs, objects and auditory cues, to access information	• The children find out how eggs hatch, by observing the hatching of a baby chick from an incubated egg in the science centre. • Using a CDROM program, the children find things that start with the letter "F."
Evaluate sources	
• ask questions to make sense of information	• A child makes a paper kite at home, brings it to class and describes how it was made. Classmates ask questions, such as: – Why do you need a tail on the kite? – How much string do you need? – What do you do, if it is not very windy? – Where did you get the paper?

KINDERGARTEN

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
• categorize objects and pictures according to visual similarities and differences	• The children categorize shells into groups according to specific attributes, like colour, shape, size and texture. As they sort the shells, they make such comments as: – This shell is the same colour, but not the same size. – All of these shells are white. – This shell is bumpy, and these are smooth. • Each child puts a shoe into a pile. The teacher sorts the pile according to a particular attribute, such as laces or no laces. The children then try to determine the teacher's secret sorting criteria.
Record information	
• represent and talk about ideas and information; dictate to a scribe	• After the children watch baby chicks hatch, they illustrate the process in their journals. The children then dictate the sequence of events, as a parent or older student records. • After listening to the story *A Lost Button* in *Frog and Toad are Friends*, children look through a collection of buttons to choose a favourite one. One child draws a button and dictates, "My button is little and pink. It has two holes."
Evaluate information	
• share new learnings with others	• After building a car in the block centre, a child explains to a classmate how the wheels were connected to make the car move. • Two children build a tower in the block centre. The teacher takes pictures during the building process. Other children see and use the resulting photographs as a reference during block play.

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• share ideas and information about topics of interest	• While playing a tabletop hockey game, a child shares information about playing hockey. – You have to wear a helmet and skates. – You shoot the puck with a hockey stick. – When the puck goes in the net, it's a goal!
Review research process	
• share information-gathering experiences	• After presenting their class-made big book about penguins to the Grade 1 class, the children tell the audience how they got their information. Child 1: We looked in books, and we saw pictures of the rookeries. Child 2: A video told us that penguins live in the Antarctic. Child 3: We had a speaker from the zoo who told us about krill and squid.

KINDERGARTEN

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• make statements related to the content of own and others' pictures, stories or talk	• While one child shares a journal from the author's chair, the other children make comments; e.g.: Child 1: What did you do at the park? Child 2: Your yellow and orange leaves look like the ones in the park. • While building a snowman one child comments, "This reminds me of how Sadie made her snowman in *Sadie and the Snowman*."
Revise and edit	
• retell ideas to clarify meaning in response to questions or comments	• A child tells the group about losing a tooth the previous night and responds to questions from classmates. – How did your tooth come out? – What were you eating at the time? – Did it hurt? – What did you do with your tooth?
Enhance legibility	
• form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner	• The children practise writing letters in a sand/rice table, using a manipulative. • A child draws a picture of a house and family and labels it My Home.
• explore the keyboard, using letters, numbers and the space bar	• At the computer centre, one child uses the keyboard to make a pattern; e.g., abc abc abc. Another child copies the pattern and makes a new one, using numbers; e.g., 36 36 36.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Expand knowledge of language	
• explore and experiment with new words and terms associated with topics of interest	• While learning about spring, the teacher reads the book *One Bright Monday Morning*. The children then brainstorm what they might see on their way to school in springtime.
• experiment with rhymes and rhythms of language to learn new words	• The children compose their own zoo version of "Old MacDonald Had a Farm." • The children use the poem *Dinosaur Dinner*, in the anthology *Til All the Stars Have Fallen: Canadian Poems for Children*, to learn the names of dinosaurs.
Enhance artistry	
• experiment with sounds, colours, print and pictures to express ideas and feelings	• The children read a story in a software reading program. They then use the draw and paint toolbar to colour their own version of the story. • While the teacher reads the book *Leo the Late Bloomer*, children observe and discuss how the illustrator depicts the drawing, writing and voices of the different animals.

KINDERGARTEN

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• develop a sense of sentence	• While the teacher is reading *Don't Forget the Bacon*, the children complete the repeated oral cloze "... and don't forget the bacon."
Attend to spelling	
• hear and identify dominant sounds in spoken words	• After the children sing the song "Mr. Sun," the teacher asks them what sound they hear at the beginning of the word Sun. The children identify the sound and name other words that begin with /s/.
• demonstrate curiosity about visual features of letters and words with personal significance	• On a language experience chart, children point out all the words that begin with the same letter as Dad or their own name. • In the house centre, a child prepares for shopping by writing a pretend grocery list. • In the painting centre, the children experiment with painting their names in fancy, colourful letters. • The children try to form letter shapes by using their bodies.
• connect letters with sounds in words	• Using the alphabet book *On Market Street*, children identify the beginning letter, and its sound, of the gifts that are purchased in the shops along Market Street. • When writing the word jam on a class web of favourite foods, a child says, "Jam ... /j/.... I think it starts with the letter 'j.' "
• print own name, and copy environmental print and words with personal significance	• A child prints Kelly at the bottom of a painting about a family picnic. • A child makes a journal entry about a pet cat and labels the picture with the letters cat, copied from a classroom chart.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to capitalization and punctuation	
• recognize capital letters and periods in print texts	• After the children take a walk in the fall leaves, they dictate a class story. Child 1: We rolled in the leaves. Child 2: The leaves were yellow and crunchy. The teacher talks through the sentences while writing, and the children recognize that each child's statement begins with a capital letter and ends with a period. • Two children are looking at a class story, recorded on chart paper. Child 1: Can you find my name? It starts with a capital "T." Child 2: Yes. It's here (points) and here (points).
• capitalize first letter of own name	• The children sign a thank-you card, using their own name cards as models. • The children spell their names, using upper and lower case magnetic letters.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• share ideas and information about own drawings and topics of personal interest	• After listening to a humorous poem, children draw pictures of events that made them laugh and share their drawings.
Enhance presentation	
• use drawings to illustrate ideas and information, and talk about them	• After watching a videocassette about butterflies or listening to the teacher read books, such as *The Very Hungry Caterpillar* or *Butterfly & Moth*, the children illustrate and talk about the life cycle stages of butterflies.
Use effective oral and visual communication	
• speak in a clear voice to share ideas and information	• A child shares a picture of the family pet dog with classmates at circle time, and talks, in a clear voice, about the dog's name, what the dog looks like and what tricks the dog performs.
Demonstrate attentive listening and viewing	
• follow one- or two-step instructions	• After the teacher and children sing a goodbye song, the children respond appropriately to the teacher's directions; e.g., "Put on your coats, then line up at the door."
• make comments that relate to the topic being discussed	• When talking about animal homes, the teacher shows the class a bird's nest. The children ask questions and make comments; e.g.: – Where did you find the nest? – Did the nest have eggs in it? – I found a nest once when we were camping, and it had three blue eggs in it.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• explore personal experiences and family traditions related to oral, print and other media texts	• The children make a birthday graph to show how many children have a birthday in each month. • After reading *Rolly's Bear*, children talk about stories told to them by older family members.
Relate texts to culture	
• explore oral, print and other media texts from various communities	• After reading *Thor*, children discuss their different cultural backgrounds. Child 1: I am Icelandic like Thor! My grandmother makes vinarterta cake like Thor's does! Child 2: Can she make some for us? The children write an invitation to the grandmother, inviting her to come to the school and bring pictures of Iceland, her collection of Icelandic sweaters and some taste samples of vinarterta.
Celebrate accomplishments and events	
• share stories using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments	• After reading *Just for You*, the children create their own version of the story to give to a parent; e.g., "I wanted to make a picture just for you, but I spilled the paint." • For the class year-end celebration, the children perform a readers' theatre presentation that describes what they learned over the year.
Use language to show respect	
• use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns	• During a question and answer session after a presentation by a dog trainer, children ask: "Mr. Smith, can we please pet your dog?" After Mr. Smith agrees, they wait for their turn.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• participate in class and group activities	• In a small group, the children work together to complete a large floor puzzle. • In the painting centre, five children create a farm scene, using mixed media; e.g., paint, sponges, charcoal, feathers.
• find ways to be helpful to others	• The Helper of the Day helps the teacher take attendance and choose the storybook for the day. • The children visit a local nursing home to sing, draw and talk with seniors.
Work in groups	
• ask and answer questions to determine what the class knows about a topic	• Some children want to make applesauce and talk to others about how to do it. Child 1: You have to cut the apples into little pieces. Child 2: They get all mushy. Child 3: You need a masher. Child 4: My grandma knows how. She makes great applesauce.
• listen to others' ideas	• Some children are building a castle in the block centre. Child 1: Let's make the doorway here. Child 2: That would be a better place for the tower. Child 3: I agree. If the doorway were on the other side, we could add a bridge.
Evaluate group process	
• respond to questions about personal contributions to group process	• The children construct a car racetrack in the block centre. They show the teacher how it works. Teacher: What part did you build? Child 1: I made the ramp and that corner. Joey helped me.

Kindergarten References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 1

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 1 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 1

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• share personal experiences that are clearly related to oral, print and other media texts	• After listening to the story *Bread and Jam for Frances*, a student tells about visiting grandma's house and not liking some of the food being served. • After reading the story *Corduroy*, students paint a picture of or bring in their favourite stuffed animal or other toy. • After listening to *Just Shopping with Mom*, students record what they would choose if they were in charge of shopping. Student 1 draws a shopping cart filled with fruit and cookies. Student 2 writes, "I'll get a big steak and some salad."
• talk with others about something recently learned	• From a container, students pull objects related to a recently studied theme or topic, such as a seed, a leaf, a pine-cone. Students then tell what they know about the object. • One student tells the class that her father is a nurse, then another student adds that his mother is a nurse, too.
• make observations about activities, experiences and oral, print and other media texts	• When mixing primary colours, students record results and discuss their findings. One student says, "Mixing yellow and blue makes green." • Students visit a neighbourhood park and collect items, such as leaves, twigs and grass, to make a collage. Students then present their collages and share thoughts and feelings about their experience.

GRADE 1

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Experiment with language and forms	
• experiment with different ways of exploring and developing stories, ideas and experiences	• A student writes a poem about the colour red, using a model for colour poems from *For the Love of Language: Poetry for Every Learner*: Red is like my kot Red is like an apl Red is like a fir Red is like a cr And red is like a flwr • After reading *I Love My Mom*, each student creates a page for a class book, by drawing or painting a picture and completing the sentence stem, "I love my Mom because ...."
Express preferences	
• express preferences for a variety of oral, print and other media texts	• A group of students talk about a play performed by the Grade 6 class. Student 1: The best part was when the animals found the little girl in the forest. Student 2: I liked the rabbit doing a funny dance to make the girl happy. • As students add the titles of books read or viewed to the story tree, they rate them with one, two or three stars. • After reading *Little Blue and Little Yellow*, a student draws a picture and says, "I like it when little blue and little yellow become green."
Set goals	
• choose to read and write for and with others	• At a letter writing centre, students choose from a variety of stationery when writing to friends, family members or others. • During class reading time, two students go to the poem chart and, together, read the poem *The Moon's a Banana*, in the anthology *Toes in My Nose*. • A student reads to the class the birthday cards sent or made by friends. • Students work in pairs to write a story for a classmate who has moved away. They then draw an illustration to be included with their story.

GRADE 1

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• listen and respond appropriately to experiences and feelings shared by others	• Students participate in a class meeting to solve a problem that has arisen, such as not cleaning up materials after use or having to wait too long for a turn at the computer. Students share their feelings about the problem and help to brainstorm possible solutions. • One student tells about a new family dog. Other students tell about pets they have or would like to have. • After viewing the videocassette *The Rainbow Fish*, students tell about a time they gave something to somebody and how they felt about it.
Combine ideas	
• group ideas and information into categories determined by an adult	• Students work in small groups to sort transportation pictures into categories chosen by the teacher, such as wheels/no wheels, land/air/water or motor/no motor. • After viewing a videocassette about bears, students provide facts about bears and place them in categories chosen by the teacher, such as what bears look like, what bears eat, what bears do. Student 1: I saw the bear eating berries. Teacher: Where will we put that? Student 1: In the eating part. Student 2: I saw the bear had white fur. Teacher: Where would that go? Student 2: What bears look like.
Extend understanding	
• ask questions to get additional ideas and information on topics of interest	• After listening to the Special Student of the Week tell about such things as family, favourite activities, pets, food preferences and friends, students ask questions to find out more; e.g.: – What do you want to be when you grow up? – What is your favourite food? – Why is soccer your favourite game? • After listening to the story *Stellaluna*, students ask such questions as: – Do all bats hang upside down? – Don't bats eat bugs, too? – Do bats have nests like birds do?

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning	• Students listen carefully as the teacher gives instructions on how to complete a reading response activity.
• use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts	• After a student's story about a favourite place has been entered in the software program *Kid Works Deluxe*, the student chooses a voice and sound effects to bring the story to life. • When reading a book about zoo animals, a student predicts the unfamiliar word giraffe and says, "I think that must be giraffe because I looked at the picture." • A student chooses a book about farm animals and says, "I'm sure there will be horses and cows in here, because I saw them at a farm."
• use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning	• Students read *Each Peach Pear Plum*, and then use rhyming words to predict unfamiliar text, such as: Each peach, pear, plum I spy Tom ___________ Tom Thumb in the cupboard I spy Mother_________. • A student uses a loud voice when reading BOOM printed in upper case letters in *Chicka Chicka Boom Boom*. • A student uses the pictures in *Big Duck's Walk* to predict where the duck is walking.
• use knowledge of print, pictures, book covers and title pages to construct and confirm meaning	• Children look through the story *The Grouchy Ladybug* and make predictions about the story, using the pictures, the print size and the clocks. Student 1: The pages and the letters are getting bigger. The Ladybug keeps meeting bigger animals. Student 2: I knew the story would take a whole day because the Sun came up and went back down. • A student looks at the pictures in a book and tells a story about the pictures in her first language, Spanish. • During library book exchange, a student looks at the cover of a book, opens it to random pages, and decides to take it home to read, saying: "This book looks interesting. I think I can read the words."

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use comprehension strategies	
- use language prediction skills to identify unknown words within the context of a sentence	- Students use meaning, grammatical and phonics cues to read the unfamiliar word kitten in the sentence, "I see a cat and her baby kitten."
- use a variety of strategies, such as making predictions, rereading and reading on	- A student reads, "I saw the dog big up the bone," stops, pauses and rereads, "I saw the dog dig up the bone." - When reading, a student pauses at an unfamiliar word, skips it and says a placeholder word like blank, and reads on to make sense of the sentence: "The blank has a long grey trunk, big feet and large ears." The student then rereads the sentence, inserting the word elephant.
- talk about print or other media texts previously read or viewed	- A student chooses a videocassette recently viewed and talks about some of the following to a small group: title, where the story takes place, favourite character and part, and reasons for these choices. - Students discuss the book *Franklin's New Friend*, which was read in class. They take turns telling about the story. Student 1: Moose had a really big bed. Student 2: Franklin was scared to meet Moose. Student 3: I liked Moose, because he got the soccer ball out of the tree.
- identify the main idea or topic of simple narrative and expository texts	- After viewing the videocassette *Dazzle the Dinosaur*, a student says that although the dinosaur was scared, he was brave enough to save his best friend. - Students view a wordless picture book and tell, in their own words, what the story is about.
- identify by sight some familiar words from favourite print texts (continued)	- By using such visual cues as location of the text, capital letters, word shape and length, beginning letters and double consonants, together with context cues, students recognize the names of characters in favourite stories or words associated with personal interests, such as hockey, pizza and dinosaurs. - Students collect words that they know from magazines, newspapers and old story books. The words are copied and displayed on a word wall. Several students recognize Stop in a story they are reading and go to the word wall, saying: "Here's that word. It's Stop."

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use comprehension strategies**	
• identify high frequency words by sight	• In their reading materials, students read by sight such frequently used words as and, away, said, look, see. • Students write frequently used sight words in a personal word list or book. A student sees a word in a new book and finds it in a personal list. • Students play vocabulary games in pairs or small groups. **Note**: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level.
• read aloud with some fluency and accuracy, after rehearsal	• Using a readers' theatre text or a familiar story with a variety of characters, individual students take on characters, practise their lines and present the text as readers' theatre. • Students practise reading a favourite poem from a selection, such as *Read-Aloud Rhymes for the Very Young* or *Where the Sidewalk Ends: The Poems & Drawings of Shel Silverstein*, so that they can read the poem to their family and friends.
• self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	• A student reads, "The dog was a bone," realizes it does not make sense, self-corrects and reads, "The dog saw a bone." • When reading the poem *My Little Sister*, a student reads, "she takes my cap and ball," realizes that the word is more than ball, looks at the picture and rereads the word as baseball.
Use textual cues	
• preview book cover, pictures and location of text to assist with constructing and confirming meaning (continued)	• A group of students is looking at a labelled map of the school. Student 1: This must be office because it's by the front door. Student 2: And the word starts with "o." • After previewing the book cover, students draw pictures to show what they think the book will be about. They check their predictions as the teacher reads the story.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use textual cues	
- use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading	- Students use capital letters and periods to locate the beginning and ending of sentences displayed in a pocket chart. - Students match print to speech in big books, by pointing to the words as they read them. - Students read today's news or a class story, and identify the beginning of each sentence by tracing over the upper case letter with a green marker (Go) and circling the end punctuation with a red marker (Stop).
Use phonics and structural analysis	
- segment and blend sounds in words spoken or heard	- While writing a story about a pet, a student breaks down words from a personal word list into sounds; e.g., the words cat, drop and map are broken down into c–a–t, dr–o–p and m–a–p. - Students repeat such words as classmate's names, and clap out the syllables: Nan–cy, Mo–ham–med, Al–ex–an–der. - Given word endings such as -oat or -un, students add initial sounds to form words such as goat and boat or run, fun, sun.
- use phonic knowledge and skills to read unfamiliar words in context	- When reading the morning message, the student correctly associates the sound /s/ with the initial consonant "s" to identify the word sister in context. - When reading and writing, students demonstrate consistent sound–symbol associations with: – consonants b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z – consonant blends bl, pl, br, tr, st, gr, dr, fr, fl – consonant digraphs ch, sh, wh, th (voiced) – short vowels a, e, i, o, u. - When reading the sentence, "The car was driving down the road." a student first reads the word road as street. The student pauses and self-corrects after recognizing the initial consonant "r."
(continued)	

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use phonics and structural analysis	
- use analogy to generate and read phonically regular word families	- When given the word day, students generate a list of rhyming words, such as play, say, may. - When reading, students identify such words as frog and jog because they already know the word dog. - When students sing the last line of "Are You Sleeping" (Ding, dang, dong), they repeat the last line changing the initial consonant according to consonant cards being displayed by the teacher or students, such as M–ming, mang, mong, F–fing, fang, fong, Z–zing, zang, zong.
- associate sounds with letters and some letter clusters	- When looking at the word grin a student says, "I see the word in in grin." - When given the word brown, students are able to generate a list of words that begin with the same blend; e.g., brown, bread, break, bright, broke, bring.
Use references	
- use a displayed alphabet as an aid when writing	- The student locates the letter "k" on a wall alphabet to verify letter formation when printing the word kite.
- use personal word books, print texts and environmental print to assist with writing	- A student wrote a story about grandmother and asked the teacher to print Grandma in a personal word book. The student finds the word in the word book when writing another story about a family. - Students refer to a word wall for commonly used words when writing in their journals. - A group of students use such classroom labels as door, table and chalkboard, when making a map of the classroom. - A student uses *My First Word Book* for assistance with words, when writing about the jungle.
- name and match the upper and lower case forms of letters	- Students use a stamping kit at the printing centre, or computer software, to name and match upper and lower case letters. - The children play "Go Fish," using cards with upper and lower case letters. - Referring to a chart story, the teacher says, "This word is Mother. It begins with a capital 'M.' Can anyone point to a word beginning with a small 'm'?" One of the children points to the word morning.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

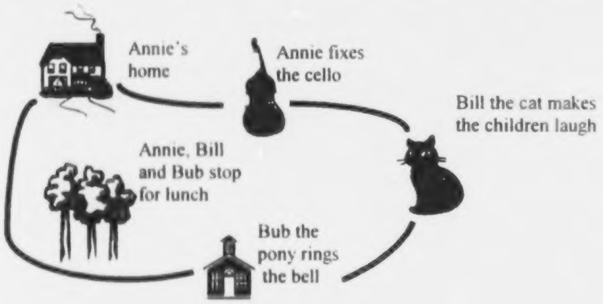
2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons	• Students listen to and join in reciting repetitive text or predictable words from such books as *The Funny Little Woman*, *The Elephant's Child*, *Peter's Moccasins*, *Raven: A Trickster Tale from the Pacific Northwest*, *Winter White* and *Big Boy*. • Students look at the artwork of Ted Harrison, in such books as *O Canada* or *Children of the Yukon*. They observe and discuss his style and technique, then use it in their own pictures made with paints, oil pastels, crayons or markers.
• illustrate and enact stories, rhymes and songs	• Students illustrate their favourite part of a story. • Students role play stories and nursery rhymes as someone reads or retells them.
• remember and retell familiar stories and rhymes	• Students make storyboards or stick puppets to help in retelling familiar stories and rhymes. • Students read a story. They then draw pictures of the story on an overhead transparency and use the pictures to share the story with others.
Construct meaning from texts	
• relate aspects of stories and characters to personal feelings and experiences (continued)	• Students listen to *Chester Bear, Where Are You?* and respond to such questions as: – Have you ever lost a favourite toy? – How did you feel? – Where did you look? – Who helped you? • After reading *The Doorbell Rang*, students share about a time when friends came over to visit. They talk about what they would do if there were too many people at their house and not enough cookies.

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

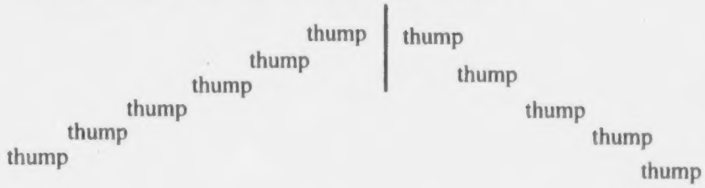
2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	
• retell interesting or important aspects of oral, print and other media texts	• Students listen to *Annie & Co.*, and then list in order the things that Annie fixes. A group of students chooses to draw a circular map, labelling the events along the road and back home again.  Annie's home Annie fixes the cello Bill the cat makes the children laugh Annie, Bill and Bub stop for lunch Bub the pony rings the bell • Students listen to or read *Sing a Song of Mother Goose* and one student comments, "The play dough illustrations make the people and animals look so real."
• tell or represent the beginning, middle and end of stories	• Using a software presentation program, a student retells *Noisy Nora* in three frames and uses the mouse to move from frame to frame while telling a partner about the story. • Following a discussion of events in the story *Bibi and the Bull*, students do a tableau of the beginning of the story. They continue with tableaux for events from the middle and end of the story. • Students use an appropriate shape, such as a castle or forest, divided into three sections, to represent the beginning, middle and end of fairy tales.
• tell, represent or write about experiences similar or related to those in oral, print and other media texts (continued)	• Students write journal entries about events in their lives that they are reminded of when they listen to *You'll Soon Grow into Them, Titch*. • After listening to the story *The Little Mouse, the Red Ripe Strawberry, and the Big, Hungry Bear*, students illustrate and talk about a time when they had difficulty sharing.

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	
• tell what was liked or disliked about oral, print and other media texts	• A student talks about the book *The Dream Weaver* and says, "I like this story because the letters look like real printing and the pictures are fun to look at." • Students, in pairs, look at some art reproductions and talk about them. Student 1: I like the bright colours. Student 2: That person looks sad. It makes me sad, too.
Appreciate the artistry of texts	
• identify how words can imitate sounds and create special effects	• Students retell *The Tailypo, A Ghost Story*, using different voices for the characters and the wind sounds. • Students listen to a story about sounds in a software reading program and identify the words used to represent sounds. They write and record their own stories, using similar words. • Students listen to *Mortimer* and recognize that  thump thump thump thump thump thump thump thump thump thump thump are the sounds of the people going up and down the stairs. They find other words, such as clang, rattle-bing-bang, that are the sounds that Mortimer is making.
• experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts	• Students read *Brown Bear, Brown Bear, What Do You See?* and then use the pattern to create a class book with individual names and photographs.

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• distinguish differences in the ways various oral, print and other media texts are organized	• A group of students looks through two or three types of texts, such as magazines, story books, telephone directories or web sites, and identifies ways in which they are organized differently.
• identify various forms of media texts	• Some students are finding out about sharks. Student 1: This magazine has some good pictures of sharks. Student 2: This book has information about what sharks eat and where they live. Student 3: Why don't we ask the teacher to help us find sharks on the Internet. Sometimes there are videos. • Students generate a list of sources, such as television, videocassettes, newspapers, magazines, CDROMs, web sites and audiocassettes, to find information and ideas on the theme Life Under the Sea.
Understand techniques and elements	
• know that stories have beginnings, middles and endings	• Students listen to the story *Mom, The School Flooded*. They then write and share their own endings to the story.
• tell what characters do or what happens to them in a variety of oral, print and other media texts	• A student reads *Clifford, The Small Red Puppy* and says, "When the story starts, Clifford is just a little puppy. He gets bigger and bigger, and at the end he's huge." • After reading *What's in Fox's Sack?: An Old English Tale*, students choose a character and role play the story together. Student 1: I'm the fox, so I need to pretend I'm carrying the little boy. Student 2: I'm the big watchdog, so I get to chase the fox away.

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
Experiment with language • demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play	• Students take such patterns as: Yellow, yellow What is yellow? A Sun is yellow As hot as can be and change the underlined words to make a personal verse, such as: Blue, blue What is blue? An ocean is blue As wet as can be. • Students present a choral reading of *One Grey Mouse* to the Kindergarten class. • After singing "Six Little Ducks," students make up actions to go along with the song.

GRADE 1

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• generate and contribute ideas for individual or group oral, print and other media texts	• Students base their own stories on familiar story characters or include familiar story characters in their own adventures. • Students brainstorm a list of possible writing topics. These are recorded and posted in the classroom and/or kept in student journals. • Students use a computer software program to rewrite a familiar story; e.g.: – I put my name in the story. – I added my sister to the story. • In a pattern substitution activity using the song "The Bear Went Over the Mountain," students generate a list of prepositions to use instead of over and finish the phrase with an appropriate noun. Student 1: The bear went around the tree. Student 2: The bear went in the cave.
Elaborate on the expression of ideas	
• change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts	• Students change key words in a song to create original songs: One little, two little, three little snowflakes Four little, five little, six little snowflakes Seven little, eight little, nine little snowflakes Ten little snowflakes falling from the sky. • Students add new ideas to extend pattern stories, such as *All By Myself*. – I wanted to ________ all by myself, but ____________ . – I wanted to zip up my coat all by myself, but the zipper got caught on my shirt. • Students listen to *Mabel Murple* and then generate a verse for other colours, such as: Yolanda Yellow's house was yellow So was Yolanda's bed Yolanda Yellow's cat was yellow So was her sled. • Students choose rhyming words from a word wall to create a new verse for "Down By the Bay." One student draws a fat snake sitting on a birthday cake and writes, "Did you ever see a snake eating a cake?"

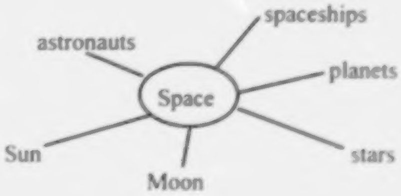
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
Structure texts	
• write, represent and tell brief narratives about own ideas and experiences	• Students write several short sentences that are related to one topic, such as My Neighbourhood or A Visit to a Friend's House. They illustrate their writing and share it with the class. • Before reading *Just Like Daddy*, students talk about special times or activities shared with a favourite adult.
• recall and retell or represent favourite stories	• After reading *The Three Little Pigs*, some students build houses out of building blocks, straw and wooden sticks. One student brings in a hair dryer to test which house is the strongest. • Students make puppets and create a setting to tell a familiar story, such as *Goldilocks and the Three Bears* or *Little Red Riding Hood*.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• explore and share own ideas on topics of discussion and study	• Students brainstorm ideas about a topic and contribute to a group web:  Space spaceships astronauts planets Sun stars Moon • Individual students share ideas about favourite sports. Student 1: I love to play baseball. Student 2: I like watching baseball on TV. Student 3: I play soccer. I'm on the red team. • Students interview partners about what they want to be when they grow up and why.
• connect information from oral, print and other media texts to topics of study	• Students listen to a poem about penguins from *Antarctic Antics: A Book of Penguin Poems* and then add new information from the poem to a classroom web or chart. • After reading books and looking at pictures of families, students talk about their own families.
Determine information needs	
• ask and answer questions to satisfy information needs on a specific topic	• Students survey the class to find out which fruits the class prefers, in order to make fruit kabobs. They ask questions like, "Do you like bananas, apples or grapes?" The class graphs the responses and determines how much of each fruit is needed to make enough kabobs for everyone in the class. • When discussing family traditions, students ask their parents what games and activities they liked when they were children. They then share this information with the class. • In small groups, students brainstorm questions to ask staff members about their responsibilities in the school.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
Plan to gather information • follow spoken directions for gathering ideas and information	• After reading *Charlie the Caterpillar*, some students want to learn more about caterpillars. During library time the teacher tells them where the nature books are located, and they find some books about caterpillars. • Planning for the class picnic, two students are asked to question their classmates if they would rather have mustard, ketchup or relish on their hot dogs and to record the answers. As one student asks for preferences, the other records M for mustard, K for ketchup and R for relish on the tally paper.

GRADE 1

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• find information on a topic using a variety of sources, such as picture books, concept books, people and field trips	• After a neighbourhood walk, students record what they saw, heard and smelled, and then discuss these with classmates. • During Fire Safety Week, students listen to a firefighter talk about fire safety. They record ideas in pictures and print, and ask their parents about their own fire escape route at home. • After reading *My Weather Diary*, students make a class weather diary for a week.
Access information	
• use text features, such as illustrations, titles and opening shots in video programs, to access information	• A group of students views a painting of a fall scene and makes observations about fall. • From the title and illustrations, students predict the content of the story *The Balloon Tree*.
• use questions to find specific information in oral, print and other media texts	• Students brainstorm specific questions they have about bears: How many kinds of bears are there? Do all bears hibernate? Can bears swim? The students look for the answers in such sources as nonfiction books, pictures and videocassettes.
• understand that library materials are organized systematically	• Students understand that picture books are in one area of the library and information books are located in another part of the library: Student 1: I want to find a book with pictures of families. Student 2: You need to look on the other side of the shelf. These books are stories.
Evaluate sources	
• match information to research needs	• Students look at the covers and titles of books to see if they contain information on a topic of interest.

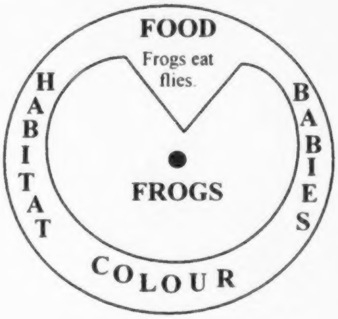
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Organize information</td><td></td></tr>
<tr><td>• identify or categorize information according to sequence, or similarities and differences</td><td>• Students arrange pictures in sequential order to show the growth of a plant.
• After listening to <i>The Paper Bag Princess</i> and watching the videocassette, students complete a class T chart showing similarities and differences between the book and the videocassette.
<table>
<tr><th>same</th><th>different</th></tr>
<tr><td>• Elizabeth rescues Ronald.
• Elizabeth wears a paper bag.</td><td>• The dragon goes through the kitchen.
• Elizabeth goes off with the dragon and forgets about Ronald.</td></tr>
</table></td></tr>
<tr><td>• list related ideas and information on a topic, and make statements to accompany pictures</td><td>• Groups of students create floor charts when learning about a specific topic; e.g.:
BEARS
<table>
<tr><th>What Bears Do</th><th>What Bears Eat</th></tr>
<tr><td>Black bears hibernate.
Bears sleep in dens.</td><td>Bears eat berries.</td></tr>
<tr><th>Baby Bears</th><th>Enemies of Bears</th></tr>
<tr><td>Babies climb trees for safety.
Baby bears are born with no fur.</td><td>Humans hunt bears.</td></tr>
</table>
• Students create a picture about friendship, and write about what makes a good friend; e.g.:
– A good friend is …
– A good friend always …</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
Record information	
- represent and explain key facts and ideas in own words	- Students gather information on a topic, such as frogs, from print, videocassettes and pictures. They display the information in a graphic format, using two paper or cardboard circles—one smaller with a pie shape cutout—attached with a fastener. Students choose categories of information, record them on the outside edge of the larger circle and add one or two appropriate facts under each category. Students then turn the inside wheel to reveal the different facts about frogs.  FOOD Frogs eat flies. HABITAT BABIES FROGS COLOUR - Students create patterns with a variety of manipulatives. They record their patterns in their mathematics journals and name their patterns.
Evaluate information	
- recognize and use gathered information to communicate new learning	- A student says, "When my Mom read *Butterfly & Moth* to me, I learned that a moth comes out of a cocoon and that a butterfly comes out of a chrysalis." - A student writes a note home about something done in school: Dear Daddy, Today we made a graph about eyes. I learned that lots of kids in our class have brown eyes and only three have blue eyes. Love, Kelly

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• share ideas and information from oral, print and other media texts with familiar audiences	• A student tells a small group, or the class, about a favourite rock collection. • A student brings a CDROM about mathematics from home and shows peers how to use it.
• answer questions directly related to texts	• Some students paint a mural and respond to questions about it from the class. • After viewing a film about the senses, students answer such questions as: "What senses do you use when you eat an ice cream cone?" "When would your sense of touch be helpful?"
Review research process	
• talk about information gathering experiences by describing what was interesting, valuable or helpful	• After learning about snakes, students talk together. Student 1: I liked the video on the Internet, because it showed me how snakes eat. Student 2: The person who showed the snakes to our class sure knew a lot about them. Student 3: I thought snakes were slippery, until I touched one.

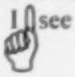
General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• ask or respond to questions or comments related to the content of own or others' pictures, stories or talk	• A student writes a story called "A Dragon" and reads it to the class. Students respond. Student 1: I like the way the dragon helped the prince and princess. Student 2: What are you going to call the dragon? Student 3: You could call it Fire Breather.
Revise and edit	
• rephrase by adding or deleting words, ideas or information to make sense	• One student reads to another a story written about a soccer game. Student 1: (reading) We played soccer and it started to rain. We left it in the field. Student 2: What did you leave? Student 1: The ball. I guess I should put that in.
• check for obvious spelling errors and missing words	• Students read their stories together in pairs. While reading, one student notices that *form* has been written instead of *from*, and corrects it. • Students circle words they think are misspelled in their writing; discuss them during a conference with the teacher; and look for the correct spelling in a personal word book, on the class word wall or in a pictionary.
Enhance legibility	
• print letters legibly from left to right, using lines on a page as a guide (continued)	• Students look at some samples of writing on an overhead transparency and identify characteristics of legible printing to make a class checklist. • As they write, students refer to a class checklist to ask such questions as: – Do my letters sit on the lines? – Are my letters spaced properly? – Do my letters face the right way? • Students trace over teacher-made letters or words on lined paper. • Students use lined paper in daily writing, and use a sticker or mark in the top left-hand corner of the page as a guide to begin writing.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
(continued) **Enhance legibility**	
• use appropriate spacing between letters in words and between words in sentences	• Students cut a sentence strip apart between words and leave spaces between the words when reconstructing the sentence on a pocket chart. I see a dog. I see a dog . • Students use their fingers to mark spaces between words. 
• explore and use the keyboard to produce text	• Students use a computer software program, such as *Kid Works Deluxe*, to create a story with words and pictures.
Expand knowledge of language	
• identify and use an increasing number of words and phrases related to personal interests and topics of study	• When writing a journal entry about gymnastics class, a student asks for help with such words as gymnastics, balance beam and coach. • Students brainstorm words that relate to winter, such as frosty, chilly, white, cold as ice, before writing a poem about winter.
• experiment with letters, sounds, words and word patterns to learn new words	• In pairs, students generate lists of words found in classroom materials and environmental print that have a particular letter pattern, such as initial consonants, vowel combinations and word endings. The students share and discuss the meaning of the words. • Students generate word families, by listing words that relate to a word pattern, such as sing, ring, thing, and add the words to the class word wall. • Using individual letter cards, students combine them to spell such colour words as g-r-e-e-n and b-l-u-e.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

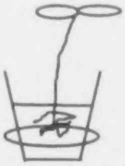
4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance artistry • use words and pictures to add sensory detail in oral, print and other media texts	• When creating their own books, students choose an illustration style, such as pop-up pictures, holes in the pages, modelling clay pictures or materials of different textures. They explain why they chose that style.

GRADE 1

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• speak in complete statements, as appropriate	• A student brings a mystery object to share. Student 1: Today I brought my favourite toy. Student 2: Is it soft and furry? Student 1: No, it's not soft and furry. Student 3: Is it bigger than a mouse? Student 1: Yes, it is bigger than a mouse. Student 4: Does it have wheels? Student 1: Yes, it has wheels. Student 5: Is it a truck? Student 1: Yes, it's a truck.
• write simple statements, demonstrating awareness of capital letters and periods	• A student writes a simple story, developing one idea; e.g.: Wns apon a time a spider went out to kach sum bugs and at them for dinr. tha wr good. • Students observe the growth of a plant, then illustrate and write about their observations; e.g.:  My plat got a noo lef. • Students use a green marker to trace the beginning letter of a sentence and a red marker to indicate the period at the end.

GRADE 1

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to spelling	
• use knowledge of sounds of consonants and short vowels to spell phonically regular one syllable words in own writing	• Students segment and blend sounds while writing. – A student says "hat," then segments the sounds, saying: /h/ then writes "h" /a/ then writes "a" /t/ then writes "t" to make "hat." • Using a personal chalkboard with squares; e.g., ☐☐☐☐☐☐ a student slowly repeats the word cat—/c/, /a/, /t/—placing a button in a square for each sound, ●●●☐☐☐ and then writes the word cat underneath.
• spell phonically irregular high frequency words in own writing	• As they write journal entries or stories, students spell such high frequency words as *was*, *is*, *once*, *they*.
• use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing	• A student uses *best try* spelling in writing, "I want to have a pet elefant." The student remembers that *elephant* does not have an "f" but a "ph" instead, and makes the correction. • After drawing a bicycle, the students identify and label the various parts of the bicycle; e.g., pedal, wheels, seat. They use their knowledge of sounds to help predict how to spell each word; e.g., "Pedal starts with the /p/ sound. That's a 'p.' "
• know that words have conventionally accepted spellings	• Students find words they need for their writing on the word wall or class alphabet. • One student asks another student, "How do you spell *truck*?" • A student wants to use the word *February* in a story and so goes to the calendar and copies it correctly.
Attend to capitalization and punctuation	
• capitalize the first letter of names and the pronoun "I" in own writing	• In a story about a family tradition, a student uses capital letters for the names of family members.
• identify periods, exclamation marks and question marks when reading, and use them to assist comprehension	• As students read orally, they pay attention to punctuation by stopping at periods, pausing at commas, expressing excitement at exclamation marks and raising their voices/using inflection at question marks.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• present ideas and information to a familiar audience, and respond to questions	• One student builds a birdhouse and shows it to the class. The student explains what materials were used and demonstrates how the birdhouse works. The student then responds to questions from the class. • A student talks about a fishing trip with a relative. Other students ask questions about fishing.
Enhance presentation	
• add details such as labels, captions and pictures to oral, print and other media texts	• Students illustrate their stories, using characters and speech balloons. • A student finds pictures of different animals on the Internet, prints them, makes a booklet and labels each picture.
Use effective oral and visual communication	
• speak in a clear voice, with appropriate volume, to an audience	• Students speak in a clearly audible voice to the class when sharing stories, presenting information and experiences, and when role playing. • A group of students presents *Bang, Buzz, Twang* as readers' theatre for the Kindergarten class.
Demonstrate attentive listening and viewing	
• ask questions to clear up confusing information	• Students listen to the story *The Rooster's Gift* and ask questions. Student 1: What does it mean to be proud? Student 2: How can you tell if a chick is a rooster? Student 3: Why doesn't the rooster cock-a-doodle-do when the moon comes up? Student 4: What does awry mean?
• be attentive and show interest during listening or viewing activities	• When their attention is focused on a videocassette, book or speaker, students respond appropriately to information, humour and illustrations.

GRADE 1

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• share personal experiences and family traditions related to oral, print and other media texts	• After reading *Who Rides a Bike?*, a student writes a story in a journal and, from the author's chair, shares it with the class or a small group. – Yesterday, I went on a bike ride with my Mom and Dad. We went on a bike trail. It was fun. • While sharing a memory box, one student shows a picture painted with Grandma's help, a photograph of the family on vacation, and a special handprint made in Kindergarten.
Relate texts to culture	
• talk about other times, places and people after exploring oral, print and other media texts from various communities	• Students listen to stories about other children in different times and places and relate their own experiences to each story; e.g., *Granpa*, *I Know a Lady*, *Jamal's Busy Day*, *Madeline*, *Island Baby*, *Crow Boy*, *Rechenka's Eggs*. • While viewing a senior's collection of painted eggs, students talk about the colours and symbols on the eggs.
Celebrate accomplishments and events	
• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments	• Using shadow puppets, a small group of students collaborates to dramatize a song, nursery rhyme or story. • Students are videotaped doing dances they have created. These videocassettes are shared with parents during open house conferences.
Use language to show respect	
• use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns	• Students read the story *Effie* and discuss how Effie spoke in a booming voice to make the elephant listen to her. • Students role play specific situations to show respect. Student 1: Carrie, may I borrow your felts, please? Student 2: Yes, you may. • When interviewing the school principal about school rules, a student asks, "Why is that rule important?"

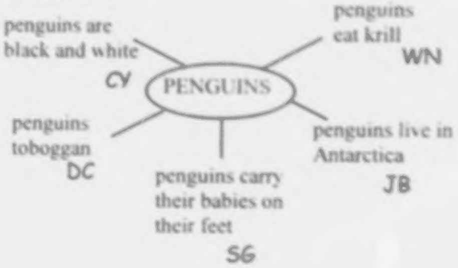
General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• work in partnerships and groups	• Students are paired with older students for daily reading. • Students work in small groups to measure the length and width of the classroom. • When reading a wordless book, such as *Tuesday*, students take turns telling their partners what they see on each page. Student 1: A frog flew into a dog. The dog tried to bite it. Student 2: Now lots of frogs are chasing the dog. They then discuss what the whole story is about.
• help others and ask others for help	• Students ask for assistance from the teacher or peers when spelling unknown words. – How do you spell _______? – I'll help you sound it out. – It's on the word wall and in your dictionary. • Students help each other in their writing by sharing ideas or making helpful comments, such as I wonder …, I like … • Students trace an outline around each other to make life-sized self-portraits.
Work in groups	
• ask questions and contribute ideas related to class investigations on topics of interest	• Students collect information, survey peers and construct a class graph, using such questions as: – Does your jacket have buttons or a zipper? – What colour are your eyes? – How many brothers and sisters do you have?
• take turns sharing ideas and information	• While students brainstorm the ways in which they can be helpful to their families, they give each person in the group an opportunity to express ideas. • At circle time, students share stories and ideas. They speak or contribute when they are holding the stuffed animal/talking stick.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process • recognize personal contributions to group process	• Student contributions to a group web are initialled or circled in favourite colours.  penguins are black and white CY penguins eat krill WN PENGUINS penguins toboggan DC penguins carry their babies on their feet SG penguins live in Antarctica JB • After a group activity, students complete a sentence frame, such as: – I helped my group by … – I shared …

Grade 1 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 2

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 2 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 2

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• contribute relevant ideas and information from personal experiences to group language activities	• While listening to the story *Bear Shadow*, students talk about shadows. Student 1: Sometimes my shadow is in front of me and it's very long. Student 2: At lunch, my shadow's small and right around me. It's like when Bear thought he'd gotten rid of his shadow. Student 3: Once at my uncle's, he told a story and made shadows on the wall. He showed me how to make a dog. • Students share what it was like the first time they experienced something; e.g., learning to skate, losing a tooth, moving to a new home, going to a new school. • While viewing a videocassette about squirrels, students share stories about their own experiences. Student 1: This fall, I saw a squirrel collecting seeds. Student 2: Squirrels gather food so they have enough for the winter.
• talk about how new ideas and information have changed previous understanding	• After studying butterflies, students discuss what they have learned; e.g.: Student 1: I thought that everything that looked like a butterfly was a butterfly. Now I know that some are moths. Student 2: I used to think that moths ate only flowers, but the videocassette showed moths eating clothes.
• express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts	• While students listen to *Fantasia* or *Peter and the Wolf*, they express the feelings evoked by the music, through such art media as paint, felt pens and pastels. • After viewing the photographs of the bronze *The Bronco Buster* in *Frederic Remington: The Masterworks*, students discuss how the artist captures the movement of the horse; e.g.: Student 1: The horse's front hooves are off the ground. Student 2: The neck of the horse is stretched. Student 3: The horse's ears are flat and its mouth is open. Students also show how the horse moves, by imitating its actions through dramatization.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Experiment with language and forms	
• use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information	• Students work in groups to improvise a presentation, based on a favourite fairy tale or poem, in which the characters react in a different way than in the fairy tale or poem; e.g., Cinderella's stepmother treats Cinderella just like her own daughter; when Jack gets to the top of the beanstalk, he finds that the giant is friendly. • Students divide a piece of paper into six sections. In the first section, they write the beginning of a story. For each of the remaining five sections, students close their eyes and pull an object out of a bag or box. They incorporate each object in the story in the remaining frames. A student begins a story with, "One day I was walking through the forest." A teddy bear is pulled out of the box and the student writes, "I saw a bear cub eating blueberries." Then out comes a button and the story continues: "On the ground, I saw a magic button. When I picked it up, I could hear the bear's thoughts." • After a field trip to a dental clinic, students record their ideas on how to take care of teeth, by drawing and adding captions to a poster, writing a list of foods that cause tooth decay, or writing a letter to tell the dentist or a parent what they have learned.
Express preferences	
• explain why particular oral, print or other media texts are personal favourites	• During a study of Canadian illustrators, students select their favourite illustrator and explain why they like this illustrator's particular style. • Students explore web sites, bookmarked by the teacher, on interesting themes or topics and share their favourite sites.

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Set goals • recognize and talk about developing abilities as readers, writers and illustrators	• A student discusses personal reading goals with the teacher and says, "This week I think I can read a different book every day. At the end of the week …" • Students make comments to complete the sentence stem: I know I'm a good writer when … – my story is easy to read. – I use periods, commas and capital letters to give clues in my story. – I use interesting shapes for my letters in scary stories, like when I wrote "Boo" big and shaky. – I use comparisons in my writing, like when I wrote, "the giant was as big as a whale." • A group of students who have made a community map explain how the map helps in showing how to get from the school to the skating rink.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• connect own ideas and experiences with those shared by others	• Students sit in a circle. One student tells the first sentence of a story, the next student tells the second sentence, and so on. As each sentence is added, students take a cube out of a box and add it to a chain of interlocking cubes. As the story grows, so does the chain. • Students work in small groups or pairs to select the three most important ideas from their impressions and preferences of a class outing. Each group presents its ideas to the class by using various forms of representing, such as posters, charts, puppets and role play. • After viewing the photographs in *A Day in the Life of Canada*, students write about similar activities or feelings, such as: – I remember feeling like that when … – I ate a special dinner like that when … – Our school … – My Mom has a job like …
Combine ideas	
• record ideas and information in ways that make sense	• After reading an informational article, students use a list, a chart or a web to jot down the important ideas. • Students represent their ideas, by drawing or cutting pictures and placing them in the appropriate word box; e.g., a student finds a picture of a leaf and places it in the box marked, "What do caterpillars eat?"
Extend understanding	
• find more information about new ideas and topics	• After viewing videocassettes and reading books on insects, students generate questions and select some to ask an invited expert on insects.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning	• When writing a group story, students first brainstorm ideas and then shape them into complete sentences in a story format.
• connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning	• When reading *If You Give a Moose A Muffin*, one student says, "I know how this story will end—right back where it started. Just like *If You Give a Mouse a Cookie*." • While reading the story *Nate the Great*, students talk about who might have knocked over the garbage cans. Student 1: I think it was probably a skunk, because a skunk knocked over our garbage can! Student 2: I read a book about skunks. They like to go through garbage cans.
• use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning	• A student says, "This story begins 'Once upon a time.' I think it might be a fairy tale." • A student looks at the book cover of *Little Bear* and says, "I wonder what Little Bear is wearing on his head." The student looks in the table of contents and says, "Maybe it's to help him fly to the moon. I'm going to read that story."
Use comprehension strategies	
• use knowledge of oral language to predict words when reading stories and poems	• Students read a short cloze passage that the teacher has put on an overhead projector. They suggest words to fill in the blanks; the teacher records all suggestions and leads a discussion about the appropriateness of each word suggested; e.g.: sunny winter / spring cold / warm: One ______ day, Rahim pulled out ______ snowsuit, (the / his / it) put it on ______ (and / so) went out in the ______ (backyard / snow / house) to make a ______ (snow angel / snowman / snow fort). • While reading the nursery rhyme *Jack be Nimble*, a student reads candlestick and says, "I know this word, because my Dad taught me this rhyme."
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use comprehension strategies**	
• apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions	• When a group of students looks at the pictures in *There's an Alligator Under My Bed*, they predict that the book will be about bad dreams. As they read the book, they realize that they need to revise their initial predictions, because the book is not about bad dreams. They realize that the book is about how to get an alligator out from under one's bed. • After reading *Little Red Riding Hood*, the students make a class chart showing the characters, places and events in the story. They reread the story to confirm or change the information on the chart.
• identify the main idea or topic and supporting details of simple narrative and expository texts	• A student comments, "The book *Wait and See* is about birthday wishes and birthday cakes. The author represents the main idea by drawing a birthday cake and writing about Olivia's wishes inside the cake." • After viewing a videocassette about magnetism, students write down five facts they learned. • After reading *Sootface: An Ojibwa Cinderella Story*, students talk about the message of the story: "Goodness has its rewards." or "When you are really good inside, other people will know/recognize that."
• identify by sight an increasing number of high frequency words and familiar words from favourite books	• Students read, by sight, such words as: because, does, many, their, would. These words are frequently used in their reading materials. **Note**: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. • Children in pairs or in small groups are given a list of basic sight words, and in 15 minutes they find as many of those words as they can in classroom books.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use comprehension strategies	
• read aloud with fluency, accuracy and expression	• Students reread favourite stories or engage in choral readings and readers' theatre. • Students share their favourite stories with a variety of audiences, such as other students and family members. • Students record an oral reading selection on an audiocassette and critique their reading, using a list of criteria for good oral reading, such as: – Did I remember to take a breath at periods? – Did I change the tone of my voice when I read questions or especially exciting parts? – Would it be fun for someone else to listen to me read?
• figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	• A student who reads *hoping* in the sentence, "The bunny was hopping across the field." realizes that the sentence does not make sense. The student rereads it, saying that the word must be *hopping* because bunnies hop. Another student is able to figure out *hopping* because it rhymes with *popping*. • A student reads the word *liquid* in a science book, using the illustration and knowledge of phonics to figure out and confirm meaning.
Use textual cues	
• preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning	• Students look at the cover of *The Fabulous Song*. They predict that a boy will play the piano, he will play it well, and his dog will not like his piano playing. • When reading *Somewhere*, students use the story pattern "Somewhere in the _______" to predict the text on each double-page spread.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues* (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use textual cues	
• use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading	• Students listen to predictable, repetitive books, such as *Bein' with You This Way*, and discuss how the author uses words and letters to create rhythm. Students identify phrases and patterns that are repeated and tell how they help when reading the books. • Students use punctuation to help with intonation, pace and expression during oral reading. • Students use their knowledge of groups of words that go together, such as *salt and pepper*, *a glass of milk* and *ride in the car*, to assist in reading.
Use phonics and structural analysis	
• apply phonic rules and generalizations to read unfamiliar words in context	• The student reads, "A boy saw a red kit in the sky," realizes the error and uses the silent –e rule to read *kite*.
• apply knowledge of long and short vowel sounds to read unfamiliar words in context	• Students differentiate between word families with short and long vowel sounds, such as the –at (pat, fat, mat) and –ate (mate, late, rate, date) word families. Students use this phonic knowledge when reading such sentences as: "Pat was late for school." • When reading and writing, students demonstrate consistent sound–symbol associations with long and short vowel sounds of a, e, i, o and u.
• use knowledge of word parts, contractions and compound words to read unfamiliar words in context	• When reading, students break down such compound words as *today*, *something*, *Grandmother* and *snowball*, in order to identify them. • While reading the sentence, "The dog was playing with the ball." a student pauses at the word *playing* and says, "I know that i–n–g says 'ing' and that you can add it to words." The student then covers up *ing*, recognizes *play* and proceeds to read the sentence successfully. • When reading, students use knowledge of the word endings –ed, –ing, –s, –tion, –ly, –ment, –est, –ent and –ant to identify new words.
(continued)	

GRADE 2

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use phonics and structural analysis**	
• associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	• When a student reads, “If the Sun is bright, I can see my shadow.” knowledge of the sound of “sh” is used, together with prior knowledge of light and shadows, to identify the word *shadow*. • When reading and writing, students demonstrate consistent sound–symbol associations with: – consonant blends cr, pl, sl, cl, pr, sn, st, gl, bl, br, tr, st, gr, dr, fr, fl – consonant digraphs ck, kn, th (voiceless) – vowel digraphs ai, ay, ee, ea, oo (wood), oo (cool), oa – letter clusters spr, squ, str, thr.
Use references	
• put words in alphabetical order by first letter	• Students make a class directory of their first and/or last names. • Students create an animal alphabet, with one animal for each letter. On the computer, they draw a picture of the animal and label it using a descriptive word for that animal that starts with the same letter; e.g., cuddly cat, enormous elephant.
• use pictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	• During journal writing, a student looks in a personal word book or pictionary to find the spelling of the word *dinosaur*.

GRADE 2

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts	• After hearing *Stone Fox*, one student finds books on sled dogs, another selects a web site from a list of teacher bookmarked sites on aboriginal traditions, and a third brings in a videocassette about life in the wilderness.
• identify favourite kinds of oral, print and other media texts	• Students discuss their favourite animated movies and share what particular elements made these movies so appealing; e.g., characters, special effects, music, suspense. • Small groups of students choose a favourite poem and prepare a choral reading for presentation. • Students bookmark their favourite web sites about small crawling and flying animals and then create a poster that advertises the web sites.
• model own oral, print and other media texts on familiar forms	• After reading repetitive stories, such as *The Enormous Turnip*, students dramatize a story that uses repetitive elements. • Students read their reports on families in France as if they were television reporters. • After writing poems about their favourite food, students take turns reading them aloud, using the musical styles of country, rap, rock and opera. • After reading *If You Give a Moose a Muffin*, groups of students use the pattern in writing their own stories; e.g., "If you give a dog a French fry, it will want some gravy. If you give a dog gravy, it will want some meat …"
• respond to mood established in a variety of oral, print and other media texts	• Students use cool or warm colours to represent feelings, when drawing or painting responses to particular texts. • After listening to *Murmel, Murmel, Murmel*, a student says, "That baby's so funny. I love this story." • After listening to *A Dark, Dark Tale*, a group of students presents the story as readers' theatre; another group makes a storyboard to retell the story.

GRADE 2

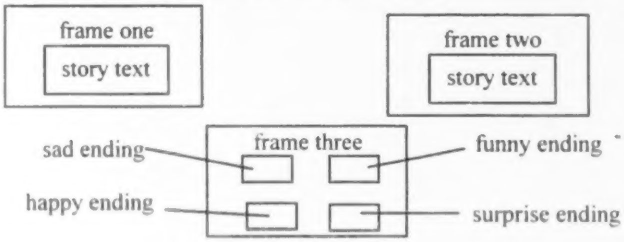
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Construct meaning from texts	
• connect situations portrayed in oral, print and other media texts to personal and classroom experiences	• After reading *Love You Forever*, a student writes in a reading response journal, "I think this story is about how families love each other. I remember my Dad crying at the airport when my Grandma went home to Ontario." • Before reading the chapter How Insects See and Sense Things, in *Looking at Insects*, students brainstorm questions, such as: – Can insects smell? – How many eyes do insects have? • Students discuss the reasons for wearing sunscreen. A student comments, "The nurse told me that I should wear sunscreen so I don't burn my skin." • After reading an email message from a pen pal in Nova Scotia, a student responds with facts about life in Alberta; e.g.: Dear pen pal I think it would be fun to see whales. I have never seen one. Do you have farms in Nova Scotia? On our farm we milk cows twice a day. Where do you get your milk? Your Alberta friend.
• retell the events portrayed in oral, print and other media texts in sequence	• After viewing the videocassette *The Snowman*, groups of students create murals to tell the story events in sequence. • Using presentation software, students create a slide show that retells the story *How Smudge Came*. The first frame shows the title page; the second frame shows where Cindy found Smudge; the third frame shows where Cindy works; and so on. • After listening to the story *Sheila Rae, the Brave*, students use an integrated software program to retell the story in sequence.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts* (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	
• suggest alternative endings for oral, print and other media texts	• Students change the "happily ever after" endings in stories to funny, sad or surprise endings. • Students predict the ending of a story being read to them, and then compare the predictions to the actual ending. • In groups, students rewrite the ending of *Little Red Riding Hood*, rehearse it and present it to other groups. • Using interactive software, a student uses buttons so a reader can choose different endings to the student's story.  frame one story text frame two story text frame three sad ending funny ending happy ending surprise ending
• discuss, represent or write about interesting or important aspects of oral, print and other media texts	• After interviewing a group of seniors about how their needs are met in the community, some students design a poster advertising sporting events for the seniors' group. Other students write invitations to attend a theatre production being put on at the local seniors' drop-in centre. • Students read and talk about the poem *Poem*, in the anthology *Sing a Song of Popcorn: Every Child's Book of Poems*. Student 1: I think the poem is about friends. Student 2: I think it's about missing your friend. Student 3: It made me think of my friend who moved away at the end of Grade 1.
• express thoughts or feelings related to the events and characters in oral, print and other media texts (continued)	• In small discussion groups, students talk about why they like or dislike certain characters in stories, fairy tales or videocassettes. • After reading *Jillian Jiggs*, a student emails a friend explaining why Jillian Jiggs reminds him of his older brother. • Some students write to characters portrayed in print texts, videocassettes or films, saying why they would like to be their friend. Other students answer as that character. (continued)

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts* (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	(continued) • Students write or email an author telling what they like or do not like about the author's books; e.g., *Strega Nona* by Tomie de Paola. Dear Mr. de Paola, I liked it when Big Anthony made all the pasta and it wouldn't stop. I wish I had a pasta pot like that. Are you writing any more books about Strega Nona? Yours truly, Mahal
Appreciate the artistry of texts	
• identify and use words and sentences that have particular emotional effects	• As students hear or notice new words that they find interesting or effective, such as giggle, bizarre, soft as a cloud and shimmer, in oral, print and other media texts, they add them to a class chart or personal word list. They use the words in their own writing. • During a writing conference a student says, "I wrote 'My baby brother cried so hard that the dog woke up,' because I wanted to show how loud he cried."
• identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights	• When listening to *The Fabulous Song* for a second time, students listen for words or phrases that help them hear the sounds, such as, "it [Frederic's playing] sounded like air leaking out a balloon"; "it [piano playing] sounded like a brick crashing through a window." • After listening to *Knights of the Kitchen Table*, students draw their impression of Bleob the Giant without having seen the illustration in the book. After completing their picture, they add five descriptive words, such as mean, disgusting, stinky, scary and mad. • After reading the poem *Coyotes*, in the anthology *Til All the Stars Have Fallen: Canadian Poems for Children*, students discuss how the words and shape of the poem make them think of how coyotes sound. One student tells about hearing a coyote during a camping trip last summer.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• recognize that ideas and information can be expressed in a variety of oral, print and other media texts	• Groups of students are sharing information about caterpillars. One group creates a poster, using a computer publishing program. Another group creates a diorama of the caterpillar's habitat; another does a dramatization; and another writes a story, using presentation software. • After listening to *Katy and the Big Snow*, viewing *The Snowman* and reading information about snow at a web site, students talk about what they learned about snow.
• identify and explain the use of various communication technologies	• Several students ask the teacher if they can use a computer software program to create a picture of the setting of a book that they are reading. They explain that they like all the colour choices in the software program and feel that they can create a better picture using this program. • A group of students practise their poetry presentation, by using a tape recorder to hear how they sound. They ask the teacher to videotape their final presentation so that they can take it home to show their parents. • Students cannot find any current information on comets in the school library. They ask for help in using the Internet to check out a space agency web site to see if it has some links to updated information. • The class develops questions for an interview that are faxed to an expert on coyotes. Five days later, students interview the expert using a speakerphone. Some students tell why they liked interviewing over the speakerphone. At the end of the unit, students write an email thanking the expert for helping the class with its work.
Understand techniques and elements	
• identify main characters, places and events in a variety of oral, print and other media texts (continued)	• After reading *Something from Nothing: Adapted from a Jewish Folktale*, a group of students creates a two-tiered diorama to represent the two homes. Another group makes stick puppets and retells a scene from the story. • One student uses oil pastels to create a portrait of Nate the Great, after reading one of the stories about Nate. The student then retells the story to classmates.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued) **Understand techniques and elements**	
• identify how pictures, illustrations and special fonts relate to and enhance print and other media texts	• Students look at *The Rainbow Fish* and discuss the illustrations that are used to create effects. Student 1: The pictures are mostly blue because it's under the water. Student 2: I like how the rainbow fish is so shiny. • After writing a story, a student reads it to a partner. "The giant stood up and yelled, ***WHO'S THERE?***" The partner says how the words really stood out and made it seem like the giant really was yelling, "Who's there?" • While reading aloud, "How do you say hello to a bat?" a student uses different expressions to match the print. Hello bat **Hello bat** Hello bat The group laughs out loud when a student uses a shaky voice at the end of the passage. • A student writes a poem about a castle and chooses an Old English style font to publish the poem. Another student uses a plain font and selects a cowboy border to go with a poem about a farm.
Experiment with language	
• demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations	• In groups, students share selected tongue twisters they have found during library time. • While students listen to stories, such as *The Name of the Tree: A Bantu Tale*; *A Story, A Story: An African Tale*; or *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, they chime in with repeated patterns. • A student reads out loud from *Fox in Socks* and tells why she likes the part about the chicks with bricks and blocks and clocks. • Groups of students choose action songs, such as "Skinnamarink", "Doctor Knickerbocker" and "Shake My Sillies Out", to practise and present to the Kindergarten class.

GRADE 2

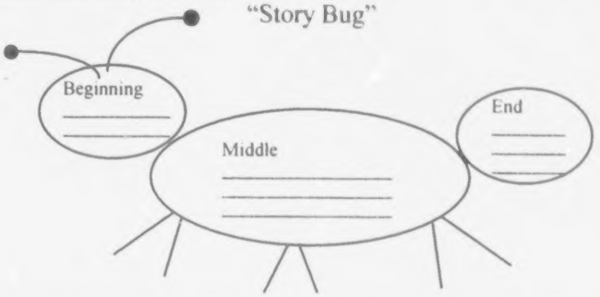
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• use own and respond to others' ideas to create oral, print and other media texts	• Students find magazine pictures and graphics, and create a collage of their interests to present to their classmates. • Students play an audiocassette tape or compact disc of a song that they like, and explain why it appeals to them; e.g.: – This music reminds me of … – When I hear this music, I feel/see ________ because ________. • After reading *Little Rabbit's Loose Tooth*, students make a week's menu for Little Rabbit that includes a soft food and a hard food for each day.
Elaborate on the expression of ideas	
• add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts	• When writing, students choose interesting descriptive words or phrases from categories on class wall charts; e.g., walking words, talking words, size words, scary words. • A student writes a shape poem. Silent slithering snake Slides on a sunny rock It is then scanned and placed on the school web page.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
Structure texts	
- create narratives that have beginnings, middles and ends; settings; and main characters that perform actions	- Students use visuals to help them remember the idea of beginning, middle and end, such as:  - A student writes a story about the family cat and dog. The student writes that when the cat was first brought home it hissed at the dog. After a while the cat and dog got to know each other, and now they get along fine. - Two students use presentation software to write their story about a sleeping farmer, modelled on *Sleeping Beauty*. They explain that they used six slides: two for the beginning, three for the middle and one for the end. They think it is funny to have the cow kiss the farmer to wake him up.
- use traditional story beginnings, patterns and stock characters in own oral, print and other media texts	- Students use such traditional story beginnings as: – Once upon a time … – A long, long time ago … – One day … - Students introduce such traditional characters as princesses, dragons, talking animals, friends and family members, into their stories. - Students use the pattern of *The House that Jack Built* to make a cumulative story for readers' theatre; e.g., "The Pizza that Pat Made."

GRADE 2

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• relate personal knowledge to ideas and information in oral, print and other media texts	• Before starting to compare water to other liquids, students brainstorm a list of liquids; e.g., milk, juice, cooking oil and detergent. • As they read stories about children in other parts of Canada, students make comments. Student 1: We saw the ocean when we went to Vancouver. Student 2: Their school looks like our school. Student 3: I went to a market like that, and we bought fresh vegetables and bread.
• ask questions to determine the main idea of oral, print and other media texts	• When listening to a story about a family in Australia, students ask questions such as: – What are schools like? – Where do people work? – What do people do to have fun? – What foods do people eat?
Determine information needs	
• ask questions to focus on particular aspects of topics for own investigations	• While constructing boats, students ask: – Will adding more weight make my boat go faster? – How can I make my boat float? – How can I make my boat move? – What material should I use to make my boat? • In a class project on dinosaurs, students decide that it is important to know where dinosaur bones are found. They add this question to the list of other questions on the bulletin board.
Plan to gather information	
• recall and follow directions for accessing and gathering ideas and information	• When generating questions to ask a guest speaker from the community, students remember to include questions in each category of study—home, school, occupations, recreation. • Some students remember that they can use the Dewey decimal system to find the section in the library on animals.

GRADE 2

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• find information on a topic using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community	• When studying communities, a group of students review a filmstrip and make a list of community services. They look in the local chamber of commerce yellow pages to find services in their own community. They check out the web sites of local community services.
Access information	
• use text features, such as table of contents, key words, captions and hot links, to access information	• A student finds the location of a specific story in an anthology, by using the table of contents to find the story title and page number. • Students know that if they click on the back button while searching the Internet, they return to the previous site or page. • A student selects a web site about animals from a list of favourite sites. The student then links to an article about birds to find out which ones stay for the winter. • In a book about bears, a student looks in the table of contents to find information about enemies of bears. The student does not know the meaning of the word poacher, so looks for it in the glossary.
• use given categories and specific questions to find information in oral, print and other media texts	• Students look for information on the life, habitat, food, enemies and appearance of an animal under study and record the information gathered on a class chart. • When reading about children in Japan, students look for answers to questions, such as: – What games do Japanese children play? – How do they play their games? – How are their games like our games?
• use the library organizational system to locate information	• Students go to relevant sections of the library, such as the nonfiction and magazine sections, to find information on butterflies and moths. • A student clicks on the word author to do a search on the library computer.

GRADE 2

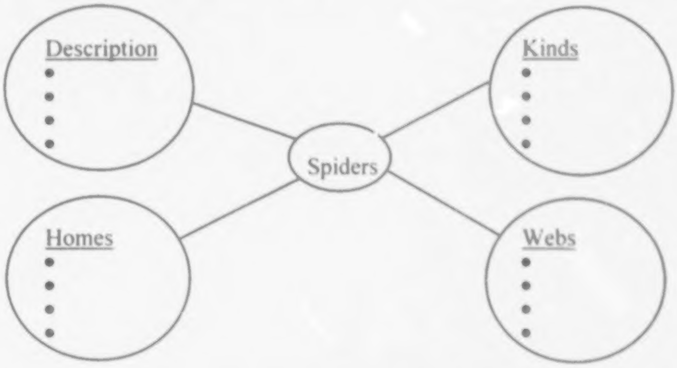
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process (continued)

Specific Outcomes	Illustrative Examples
Evaluate sources	
• recognize when information answers the questions asked	• After a presentation by a visiting firefighter on home fire safety, students ask enough questions to know how to report a fire and how to plan and practise using an escape route. • A student is looking for information on the different kinds of webs that spiders make. The student locates a chapter on Spider Webs in one book, turns to that section and finds the information that is needed.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Organize information
• categorize related ideas and information using a variety of strategies, such as finding significant details and sequencing events in logical order</td><td>• Students record information about spiders, using a web.


• A group of students record information about children in Japan in a chart, such as:
Children in Japan
<table><tr><th>Home</th><th>Families</th><th>Games</th><th>School</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>
• While studying families in Mexico, the class prepares fried bananas and records the recipe.
– First, you peel and slice the bananas.
– Next, you fry them in butter.
– Then, you add brown sugar.
– Finally, you eat them with ice cream.</td></tr>
<tr><td>• produce oral, print and other media texts with introductions, middles and conclusions</td><td>• A group of students describes how they built a boat that would carry a load. One student explains the task, another explains how they built the boat, and a third student tells how well the boat carried the load.</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
Record information	
• record key facts and ideas in own words; identify titles and authors of sources	• After reading *Dinosaur Time*, a student makes five jot notes about different dinosaurs. The student then adds the title of the book and the name of the author to the class chart, "Books About Dinosaurs."
Evaluate information	
• examine gathered information to decide what information to share or omit	• Groups of students create posters or diagrams to illustrate what they have learned. They decide what information is best represented visually and what information needs to be provided in print—labels, lists, headings. • As the class shares information to be recorded on a class chart, students decide if it is new information to be added or if the idea already has been recorded.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• share, with familiar audiences, ideas and information on topics	• A student brings in a stamp collection and explains to the class why the stamps are organized the way they are. The student adds that the favourite stamp was sent by an uncle in Singapore. • A student brings ballet shoes and talks about ballet classes and what activities are done while there. • Using presentation software, groups of students present their projects on families in China. Group members take turns clicking the mouse to display their part of the presentation, which they then read and explain to the class.
• clarify information by responding to questions	• A student writes about a pet dog and shares the writing with the class during author's chair. The student reads: "I have a dog named Blackie. I take care of my dog. I feed it, take it for walks and play with it." The class then asks questions that the student answers; e.g.: – What do you feed the dog? – How often do you feed the dog? – How much do you feed the dog? – Where do you take the dog for walks?
Review research process	
• answer questions, such as "What did I do that worked well?", to reflect on research experiences	• After completing a project, students talk or write about such topics as: – their favourite book on the subject – who they talked to about their work – the hardest part of their project – which part of their project shows their best work.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• identify features that make own or peers' oral, print or other media texts interesting or appealing	• Students respond during author's chair, using familiar sentence frames. Student 1: I like the way you drew the dragon breathing fire. Student 2: My favourite part is when the dog is stealing the meat. Student 3: I wonder how old you were when that happened. • For a poem about a caterpillar, a student draws an outline of a caterpillar and writes a poem around it. When sharing the poem with the class the student says, "The way I wrote the words shows you the shape of my caterpillar." • During a writing conference, students comment on how they tried using more descriptive words.
Revise and edit	
• revise words and sentences to improve sequence or add missing information	• The class makes "mailboxes" to create its own thesaurus for frequently used words, such as nice, pretty and mad. When reading through their stories, students highlight overused words and look in the mailboxes to find different words to use. • A student opens a story on the computer that was written earlier in the year. The student likes the idea of this short story and decides to make it longer and more interesting. More text is added and some changes are made so that the story reads better.
• check for capital letters, punctuation at the end of sentences and errors in spelling	• Using the message of the day or a journal entry, students insert periods and capital letters and correct misspelled words. • Students contribute ideas for a writing checklist and refer to it when editing their work; e.g.: – I put periods or question marks at the end of my sentences. – I check for words that are not spelled correctly and circle them.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance legibility	
• print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately	• When writing a good copy, a student follows a printing checklist. At a student–teacher conference the student comments, "I started my printing by the margin on each line and hardly any of my letters are floating above the line."
• use margins and spacing appropriately	• When writing a good copy, students refer to a checklist; e.g.: – Can others read my printing? – Did I leave a margin? – Did my printing run away from the margin? – Did I leave enough space between the words?
• explore and use the keyboard to compose and revise text	• A group of students creates a story together, using the software program *Easy Book Deluxe*. They take turns inputting and making changes to the text and pictures.
Expand knowledge of language	
• develop categories of words associated with experiences and topics of interest	• As the class brainstorms names of mammals, the teacher scribes them onto strips of paper. When they are done, students decide that mammals could be grouped according to criteria, such as meat eaters/plant eaters or types of habitat. After discussing the choices, students decide to group according to habitat because it would allow for more variety of categories. The class decides on the following category titles: farm, ocean, forest, desert. • Throughout the year, students add words to a word chart, as they discover them through listening or their own reading; e.g., moving words, talking words, colour words, seasonal words, thematic words. • A student with a keen interest in hockey adds words like arena, shoulder pads and helmet to a personal word list. • During a study of buoyancy and boats, the class creates a word list for that topic.
• use knowledge of word patterns, word combinations and parts of words to learn new words	• While studying buoyancy and boats, students figure out new words, such as floating, capsize, upside down, rudder, life jacket.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance artistry • choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts	• After listening to and reading the poem *Fisherman*, in the anthology *Til All the Stars Have Fallen: Canadian Poems for Children*, the class composes a poem, using plant similes to describe a gardener. • To paint illustrations for a story about a dolphin, a student decides to use water colours because the pictures will look more like the ocean. • After students hear the story *Jamberry*, they write their own food fun story that plays with rhythm and words; e.g.: Wedding cake, chocolate cake Double layer fudge cake Sitting on a bench Eating yummy, gooey plum cake.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• write complete sentences, using capital letters and periods	• After taking jot notes from a videocassette or book, students write several sentences, using capital letters and periods, about how animals keep warm in the winter.
• use connecting words to join related ideas in a sentence	• Students examine a piece of their own writing and find sentences that could be combined. They share their new sentences with the class. • Students write sentences about weekend activities; e.g., "Larry went skating with his family." "I stayed home and played with my cat." With a partner, students work on combining their sentences, using connecting words like *but* and *and*; e.g.: "Larry went skating with his family but I stayed home and played with my cat." • When writing, students refer to a class chart of connecting words, generated from books and stories.
• identify nouns and verbs, and use in own writing	• A student writes a story and reads it aloud to the class, pointing out the action words that have been included. The student tells the class, "They help you see what's happening in the story." • Working in pairs, students look at books to find interesting words for things and actions. They share these words with other groups.
• identify adjectives and adverbs that add interest and detail to stories	• After listening to the story *Frederick*, students list the words that were especially interesting and added detail to the story. • The students create a book on wind, in which they put an adjective or adverb related to the topic on each page and then illustrate. One student's picture of *stormy* was very effective with the use of dark pastels.

GRADE 2

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to spelling	
• use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing	• Students become *sound finders*—looking through favourite stories/rhymes for words that begin or end with certain letters or letter combinations. • Students group words according to sounds, letter patterns or word families; e.g.: double letters: summer, patter "le" endings: little, middle, people, circle
• use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing	• Students realize that if their spelling of a word is not close to the correct spelling, the computer spell checker cannot give them any suggestions for the correct spelling. • A student can spell *chart* because the initial digraph *ch* and the spelling of the word art are known.
• use the conventional spelling of common words necessary for the efficient communication of ideas in writing	• Students use a variety of methods to improve their personal memory bank of common, grade appropriate words. – Visual learners may try to see the word in colours or on an imaginary screen. – Kinesthetic learners may trace the words with a crayon or their finger, or air write them. – Auditory learners may say the word and say the letters out loud. • Students keep a short list of their most commonly misspelled words (spelling demons) on their desks.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to capitalization and punctuation	
• use capital letters for proper nouns and at the beginning of sentences in own writing	• When writing about how needs are met in two different Canadian communities, a student uses capital letters for the community names and at the beginning of sentences.
• use periods and question marks, appropriately, as end punctuation in own writing	• Students read their writing to each other to help them check for periods and question marks.
• use commas after greetings and closures in friendly letters and to separate words in a series in own writing	• A student writes a letter requesting materials for a class project. March 4 Dear Mom, We are doing a diorama project. I will need to bring in a shoe box, tin foil and cotton balls for my diorama. I will need these things for Friday, March 8. Love, Elsa
• identify commas and apostrophes when reading, and use them to assist comprehension	• A student says, "I think it's neat that an apostrophe and an 's' show that something belongs to someone. Yesterday, when I went home, I made a sign that says Leslie's Room. Maybe that will help my sister to remember what belongs to me." • Students use the commas in *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to read with expression and emphasis.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• present ideas and information by combining illustrations and written texts	• When presenting a slide show on boats, using presentation software, a student comments on how the pictures of different boats were added to each slide. "It was easy," the student says. "I just went to insert on the menu bar, clicked on picture, picked the one I wanted and it was on the slide. My favourite is the power boat. The words match the pictures. The words tell what each kind of boat is good for." • After an author study on Eric Carle, a student chooses to paint pieces of paper and cut them out in shapes to illustrate a story that the student has created.
Enhance presentation	
• clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments	• After explaining how a kite was made, a student responds to comments and questions; e.g.: Question: I know how you made the tail, but how did you get it to stay on the kite? Answer: I tied the tail onto the end of the kite with strong string. Question: What did you mean when you said that it did not turn out like the picture? Answer: I thought the kite would be more of a box shape, like the picture.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Use effective oral and visual communication	
• speak in a clear voice, with appropriate volume, at an understandable pace and with expression	• A group of students creates a puppet play based on the book *Have You Seen Josephine?* The students make stick puppets and present the play to the class.
Demonstrate attentive listening and viewing	
• ask relevant questions to clarify understanding and to have information explained	• When the coyote expert finishes a presentation, students ask questions, such as: – How come your trap doesn't hurt the coyote? – What happens if they don't have enough food in the winter? – How many babies do they usually have? • Students use sentence frames, such as: Why did the … ? Do you mean … ? What happens if … ?
• show enjoyment and appreciation during listening and viewing activities	• As students share their stories, others respond using sentence frames, such as: – I liked the way you … – You used several interesting words like … – You painted a picture in my mind about …

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• discuss the experiences and traditions of various communities portrayed in oral, print and other media texts	• After listening to *The Tiny Kite of Eddie Wing*, the class looks at different types of kites and makes models to hang around the class. The next day, a student brings in a kite made with an aunt the previous summer. The student tells the class how the kite was made. • Students listen to *Baseball Bats for Christmas* and discuss how the game of baseball was played in the Inuit community. They talk about the games they play and the ways they play them. • When the class is learning about families in Mexico, a student's Dad comes in and plays the guitar. Another student has never heard guitar music before, and in a journal entry, the student writes about wanting to get a compact disc of the music.
• ask for and provide clarification and elaboration of stories and ideas	• Students respond to a classmate's story, by: – Stating; e.g., "I like the way you described your fish. I'm going to try that in my story." – Questioning; e.g., "How old were you when you went to Prince Edward Island?" – Offering constructive suggestions; e.g., "Next time, maybe you could tell what kind of dog it was." • When listening to a story, a student asks, "Why wouldn't the little girl tell her Mom that she lost her lunch money?" Another student responds, "Her Mom might get mad. Maybe she's lost her money before."

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Relate texts to culture
• discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities</td><td>• Students read or hear several stories on a common theme and then complete a class chart to compare various aspects; e.g.:
<table>
<tr><th><i>Charlie Anderson</i></th><th><i>Something from Nothing: Adapted from a Jewish Folktale</i></th><th><i>Love You Forever</i></th></tr>
<tr><td>• modern—two home family</td><td>• European traditional family</td><td>• modern
• mother and son</td></tr>
<tr><td>• rural/city</td><td>• old village</td><td>• city</td></tr>
<tr><td>• sisters/cat–two families</td><td>• boy grows up/mice grow up</td><td>• mother and son grow older</td></tr>
<tr><td>• girls learn to value their special family</td><td>• family members support each other</td><td>• roles change</td></tr>
</table>
• After reading <i>A Salmon for Simon</i>, a student emails a pen pal in British Columbia to see if that person has ever seen an eagle catch a salmon.
• The class watches the videocassettes <i>Beautiful Lennard Island</i> and <i>Kevin Alec</i> and compares life in the two communities with their own community. The class then divides into three groups to create travel brochures about each community.</td></tr>
<tr><td>Celebrate accomplishments and events
• participate in shared language experiences to acknowledge and celebrate individual and class accomplishments</td><td>• While studying Mexico, the class learns the Mexican hat dance. Students perform this dance during the annual spring celebration held at the school. Prior to this, they sing "Feliz Navidad" at the Christmas concert.
• During the Grade 2 food fair, students prepare menus, with illustrations, to be posted on the wall.</td></tr>
</table>

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Use language to show respect • adjust own language use according to the context, purpose and audience	• When a group of students retells a story, such as *The Three Little Pigs* or *The Three Billy Goats Gruff*, they each use a different voice to match their character. • After writing a poem, a student reads it aloud to the class, using a clear, loud voice except during the part about the wind. Then the student becomes quieter and uses a loud whisper. • When conducting a telephone interview, a student is very polite. The student speaks clearly, says excuse me when unable to hear what is said, and carefully asks questions. At the end of it, the student thanks the person being interviewed. • After their trip to the local hospital, students compose a group letter thanking the hospital staff for hosting their visit.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• work in a variety of partnerships and group structures	• In a group, students research about rabbits. They post their project on the school web site so that others can see their work. • Students work in pairs to brainstorm ideas for questions to ask a blind person who is coming to visit their classroom with his guide dogs. Ideas are shared in a class discussion, and the teacher records interview questions. • Students create a class mural showing small animals that live in their community.
• identify ways that class members can help each other	• A group of students is working on a project about animals. Everyone has good ideas and shares them. One student does most of the writing. Another student is good at drawing pictures. A third student volunteers to find information from a bookmarked site on the Internet. • Students describe how working with peers to revise and edit their writing improves their work.
Work in groups	
• contribute relevant information and questions to extend group understanding of topics and tasks	• During group work on testing items that float and sink, students comment: Student 1: This little boat keeps tipping over. I wonder how big ships keep from tipping over. Student 2: I think it's because they put stuff, like big rocks in the bottom. I saw something about that on television. Student 3: Are you sure the teacher said to crumple up the tin foil? Is it supposed to be round like a ball? I don't think it will float then. Student 4: Yes, I think it's supposed to sink. • Students share information about family occupations to complete a class chart on occupations in the community.
• stay on topic during class and group discussions	• Students contribute to a class discussion about friendship by telling about their own friends, why they like them and what activities they like to do with them. • Students describe to the class the way they solved the problem of how many oranges to buy so that each student receives half an orange.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process • recognize own and others' contributions to group process	• During group activities, students make comments, such as: – I'm glad you brought that book for us to use. – That's nice that you brought extra crayons, because I forgot mine. – I drew the dinosaur on the mural, because I'm good at drawing dinosaurs. • After a group project to build a boat, students describe their contributions to the project and how these affected the boat's capability to float.

Grade 2 References

Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 3

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 3 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 3

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts	• A group of students looks at pictures of people from different countries in the book *Children Just Like Me*. They make observations and inferences in comparing their lives to those of children in the book.
• explain understanding of new concepts in own words	• After constructing a bridge out of various materials, students write or tell about how it was made.
• explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts	• Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities. • After asking classmates about their favourite books, two students make a poster showing the top three favourite books in the class. • While jotting down ideas for a poem about the seasons, a student looks at old calendar pictures and rereads the poems *Icicles* and *Summer Rain*.
Experiment with language and forms	
• choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others	• Students decide that a poster would be the best way to inform others about endangered animals. • To share a poem, such as *In Flanders Fields* on Remembrance Day, students choose how to present it: as a choral reading to other classes, as a reading over the intercom or as a posting on the school web site.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Express preferences	
• choose and share a variety of oral, print and other media texts in areas of particular interest	• A student brings in a book related to the class theme and reads a relevant section to the class. • Students choose favourite books from the library, create advertisements for them and post the advertisements on the bulletin board in the library. • Students bring in objects that remind them of Grade 2. As they tell the story of their objects, they place them in personal memory boxes that they have decorated.
Set goals	
• discuss areas of personal accomplishment as readers, writers and illustrators	• Students go through their writing portfolios, select the piece of writing they think is their best work and tell why. • A student explains the decision to display a recent artwork project in the class art gallery. • Students look back in their reading logs to see what kinds of books they have read in the last month; e.g., chapter books, novels, picture books, magazines.

GRADE 3

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• ask for others' ideas and observations to explore and clarify personal understanding	• During a peer writing conference, a student asks such questions as: – What do you like best about my writing? – Are there any places where I need to put more information? – Do you have any other ideas? • While reading *More than Anything Else*, students discuss why being able to read is important and how reading is meaningful to them.
Combine ideas	
• experiment with arranging and recording ideas and information in a variety of ways	• Using a CDROM encyclopedia, a group of students researches animal hearing. The students categorize animals as having large, medium, small or no ears. Students then decide it would be fun to create a poster about animal ears. • A student interviews a grandparent for a presentation about community recreation in the past. The student realizes that the presentation would be more interesting if it included photographs from the family album.
Extend understanding	
• ask questions to clarify information and ensure understanding	• While watching a videocassette about frogs, students jot down questions about things they do not understand, such as: – What happens to frogs in the winter? – How can frogs make so much noise at night when they're so small?

GRADE 3

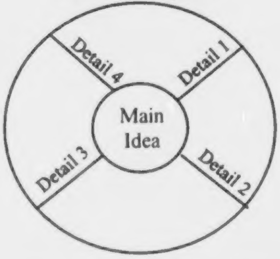
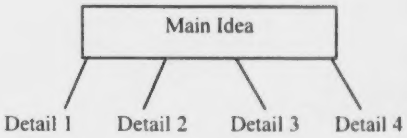
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Use prior knowledge</td><td></td></tr>
<tr><td>share ideas developed through interests, experiences and discussion that are related to new ideas and information</td><td>After listening to the story <i>Red Parka Mary</i>, one student shares her feelings of being afraid, at first, of her Grandma's neighbour. This reminds another student about how she was afraid of the older students when she first rode the school bus.</td></tr>
<tr><td>identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized and use them to construct and confirm meaning</td><td>A student guides other students through a favourite web site and explains how the web site works.
To check for correct spelling in their own writing, students locate words in a junior dictionary.
Students make class charts that summarize the features of a variety of texts; e.g.:
<table>
<tr><td>Textbook
Book Cover
Table of Contents
Chapters
Summary
Reviews</td><td>Dictionary
Bold Print
Key Words
ABC Order
Columns</td><td>Letter
Date
Salutation
Body
Closing</td></tr>
</table></td></tr>
<tr><td>Use comprehension strategies</td><td></td></tr>
<tr><td>use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials</td><td>During an oral cloze activity, students are given this sentence:
The teddy bear's tubby tummy _____ through the seams of its shirt.
After brainstorming a variety of examples—bursted, busted, poked, broke—the group decides which words work and which do not.</td></tr>
<tr><td>apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions</td><td>While viewing the videocassette <i>The Cat Came Back</i>, students stop to predict if the cat will come back each time.
When reading about fish, a student comes to the unfamiliar word adapted in the sentence: "Fish are adapted to live in the water because they have gills." The student infers the meaning of the word from the context of the sentence.
While listening to <i>Roses Sing on New Snow: A Delicious Tale</i>, students talk about the book.
Student 1: Why didn't the new dish work for the brothers?
Student 2: I think the governor will be mad with the brothers if they can't get it right.
Student 3: They're going to have to get Maylin. She's the only one who can do it.</td></tr>
<tr><td>(continued)</td><td></td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use comprehension strategies** • identify the main idea or topic and supporting details in simple narrative and expository passages	• After reading about frogs, a student says that the first paragraph tells us where frogs live, the second paragraph is about the life cycle of frogs and the third paragraph lists the enemies of frogs. • Students use graphic organizers to record and remember the main idea and supporting details of stories and informational texts. Hub and Spoke  Inverted Tree  Source: *Diagnostic Reading Program, Handbook 4: Instructional Strategies*, Alberta Education, 1986.
• extend sight vocabulary to include predictable phrases, and words related to language use (continued)	• Students read frequently used words, such as about, exit; predictable phrases, such as in the forest, across the street, happily ever after; and words related to language use, such as read, write, spell, save as, delete, cancel, log off. **Note:** Some sources for lists of frequently used words are included under Teacher References at the end of this grade level. • Students play familiar games that use sight words; e.g., matching games, word puzzles. • As they encounter new words, students add them to their personal dictionaries and to the class word bank.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use comprehension strategies	
• read silently with increasing confidence and accuracy	• When reading *Ladybug Garden*, a student locates the information that describes how the ladybugs helped the garden recover. • After silently reading *Tiger's New Cowboy Boots*, a student retells the story and describes characters, events and favourite parts.
• monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems	• Students talk about what they do when they come to a word they do not know. Student 1: I look at the picture on the page and see if that helps. Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is. Student 3: I try to sound the word out first—especially if it's a word that's easy to sound out. Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to, and see if that makes sense.
Use textual cues	
• use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning	• A student skips the paragraph that begins, "The beaver's enemies are …" when trying to find the answer to the question, "How much does a beaver weigh?" • On a web site about hearing and sound, a student clicks on the picture of the steam locomotive to hear how it sounds. Another student finds a heading about how animals hear and clicks on birds. • To find out what the giant said to scare Jack in *Jack and the Beanstalk*, a student looks for the words in quotation marks.
• attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading	• While performing a readers' theatre, students make use of punctuation clues to assist in fluency and comprehension. • Students read stories to their Grade 1 buddies. They use the punctuation and quotation marks to help them read with appropriate expression and to change their voices for the different characters.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use phonics and structural analysis	
• apply phonic rules and generalizations competently and confidently to read unfamiliar words in context	• While reading, a student sees an unfamiliar word, such as *escalator*, for which the story context is of limited assistance. The student knows how to sound out enough of the word to predict the meaning, or blend the sounds together to identify a whole word that has been heard before and that makes sense in context. • While reading a science magazine, a student uses sight word knowledge (float) or phonic knowledge of consonant blends (fl), vowel digraphs (oa), and word endings (–ation), to identify the word *floatation*, and then continues reading.
• apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context	• When reading words in context, a student identifies a word by breaking it into parts, or syllables, such as *in–for–ma–tion*, associating sounds with each part, and blending the sounds into the word—*information*. • When reading and writing, students segment unfamiliar words in the following categories: – compound words, such as horseback – syllabication rules, such as: • sup/per [VC/CV] • su/per [V/CV] • sel/ect [C/V] – prefixes, such as a–, be–, un–, re– – suffixes, such as –est; –y; –en; –less; –full; –some; –ly; –y to i, plus –er or –ly; –er; –ing – words ending in –le.
• associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context	• When reading such sentences as, "They were shocked to find out that something had already destroyed their fort." students use phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning. • When reading and writing, students demonstrate consistent sound–symbol associations with: – consonant blends sp, tw, sw, sm, spl – final consonant blends and digraphs –sh, –ch, –nk, –ng – vowel diphthongs oi, oy, ow, aw, ou, or, ur, ir – "r" and "w" controlled vowels – hard and soft "c" and "g" – word parts –ight, –ate, –age, –ture, –tion.

GRADE 3

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use references	
• put words in alphabetical order by first and second letter	• Half the students stand at the front of the class with theme word cards. The remaining students arrange the cards/students into alphabetical order by first and second letter; e.g., lion, gorilla, leopard, giraffe are rearranged to become giraffe, gorilla, leopard, lion.
• use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	• Students scan their writing and circle words they think are misspelled. They use a pictionary or junior dictionary to confirm spellings. • Students use the spell-check function of a word processor and then make an appropriate choice from the list of possible spellings provided. At this point, they may choose to use a dictionary to confirm the meaning of the desired word.

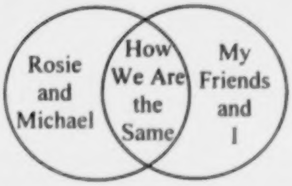
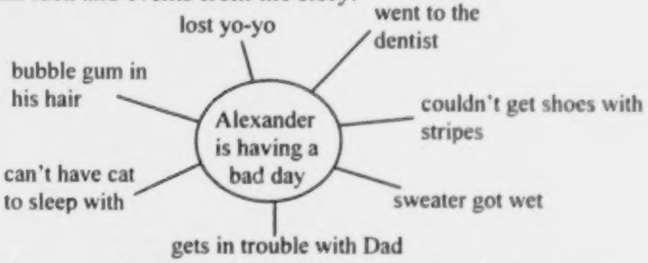
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays	• After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information about cave and rock paintings on the Internet. • Students listen to *Northern Lights: The Soccer Trails* and discuss the story told by Kataujaq's grandmother about the northern lights. They brainstorm stories they have heard that explain natural phenomena. • Students make a fruit salad based on the fruits of the Ungalli tree in *The Name of the Tree: A Bantu Tale*.
• tell or write about favourite parts of oral, print and other media texts	• Students watch a videocassette *The Wind in the Willows*, and then write in their journals about their favourite parts or exciting events. • Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other. • A student looks at the list of book projects for the week and chooses to make a shadow puppet after reading *Knots on a Counting Rope*.
• identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites	• Students discuss such common elements in fairy tales as royalty, good or bad characters, happy endings and threes. They then locate these elements in a variety of fairy tales and record them on a class chart. • A student enters the name of the poem *Hurricane*, in the anthology *Earth Magic*, into the class database that shows favourite pieces of literature. Then, the student searches the database for stories; after reading the description of *Thunder Cake*, the student signs the book out to read at home. • Students sort books in the classroom library into different categories and make posters for each category.
• connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references	• Students record their responses to texts, using such sentence frames as: – I am like __________ because ______________ . – I know how __________ feels because ____________ . – The author's description of ________ reminds me of ____________ .

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts* (continued)

Specific Outcomes	Illustrative Examples
Construct meaning from texts	
- connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences	- After reading *The Very Last First Time*, students write a journal entry about how they felt when their own fear almost stopped them from doing something. - Students read the poem *Rosie and Michael* and complete a chart about friends.  Rosie and Michael How We Are the Same My Friends and I
- summarize the main idea of individual oral, print and other media texts	- After viewing the videocassette *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, students create a web of the main idea and events from the story.  lost yo-yo went to the dentist bubble gum in his hair Alexander is having a bad day couldn't get shoes with stripes can't have cat to sleep with sweater got wet gets in trouble with Dad Students use the web to create a poster for the videocassette.
- discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts	- After listening to the teacher read each chapter of *Owls in the Family*, students write journal responses. - After seeing examples of totem poles, students discuss how the symbols represent important aspects of people's lives. The students then construct personal totem poles, using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.
(continued)	(continued)

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

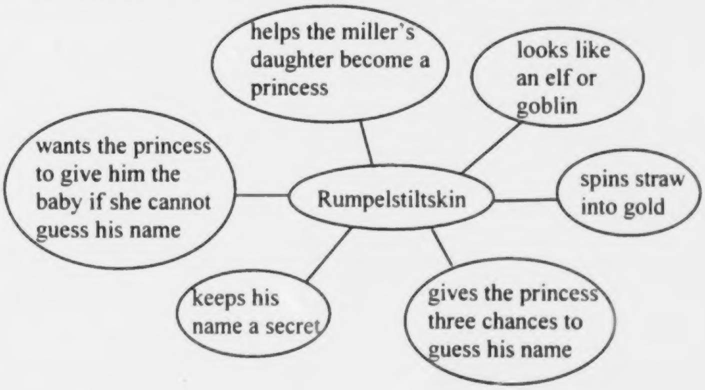
2.2 *Respond to Texts* (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	(continued) • While doing an author study of Tomie de Paola, students make predictions about what Big Anthony might do in a new Strega Nona book based on what has happened in other Strega Nona books.
• make inferences about a character's actions or feelings	• Students talk about the story *Peace and Quiet for Grandpa*, in *Grandpa Comes to Stay*. Student 1: I think Mom wants Finlay to be good, because she thinks Grandpa will get upset if he's not. Student 2: I think the Mom, not the Grandpa, likes the house to be quiet and tidy. Student 3: My Mom likes our house to be quiet and tidy. When my cousins come over we have to clean up the house first.
• express preferences for one character over another	• After viewing a videocassette about Robin Hood, a student explains a preference for Robin Hood over the Sheriff of Nottingham. • In a class presentation of three fairy tales, one student chooses to be Red Riding Hood because she appreciates Red Riding Hood's helpfulness.
Appreciate the artistry of texts	
• express feelings related to words, visuals and sound in oral, print and other media texts	• While listening to *Carnival of Animals*, students move to the music to represent the particular animals. After listening, they write poems, such as haiku, to describe a chosen animal; make animal puppets for a puppet play; or paint or draw their impressions of a chosen animal. • After reading the poem *So Will I*, two students paint to express their feelings about the poem.
• identify how authors use comparisons, and explain how they create mental images	• Students read the poem *Tree* and identify how the author compares being a person to being a tree. They then draw pictures and talk about what it would be like to be an animal. • Students work together to illustrate the idioms in the poem *I Wave Goodbye When Butter Flies*. • While listening to *Owl Moon*, students identify phrases, such as giant statues, like a sad sad song and quiet as a dream, that help them visualize the stillness and mystery of the woods.

GRADE 3

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• identify distinguishing features of a variety of oral, print and other media texts	• Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective. • Students look at the way print is presented in *Oh, The Places You'll Go!* and discuss the effectiveness of the presentation.
• discuss ways that visual images convey meaning in print and other media texts	• After viewing the videocassette *Sound*, students brainstorm the variety of ways information is presented. • After listening to a passage from *The Cricket in Times Square*, students sketch how they visualize the section where the cricket remembers life in the forest.
Understand techniques and elements	
• include events, setting and characters when summarizing or retelling oral, print or other media texts	• A student creates puppets to tell the story of *The Three Little Pigs* to a Grade 1 reading buddy. While introducing the wolf puppet, the student says, "This is the big bad wolf. He goes to visit the three little pigs in their houses. He wants to eat them, but they trick him instead."
• describe the main characters in terms of who they are, their actions in the story and their relations with other characters (continued)	• Students create a web to describe a character in a story; e.g.:  helps the miller's daughter become a princess looks like an elf or goblin wants the princess to give him the baby if she cannot guess his name Rumpelstiltskin spins straw into gold keeps his name a secret gives the princess three chances to guess his name • After listening to a chapter from *Little House on the Prairie*, a student writes a journal entry imagining what it would be like to be Laura, travelling in a covered wagon.

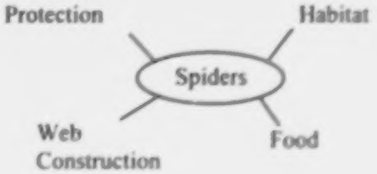
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 *Understand Forms, Elements and Techniques* (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Understand techniques and elements	
• identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques	• Students compare information about whales gathered from an encyclopedia, children's magazine or web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the text information more interesting. • While reading *The Magic School Bus Inside the Earth*, students talk about how information is presented. Student 1: The speech bubbles sound like real children talking and exploring inside the Earth. Student 2: The reports tell us about different topics like volcanoes. Student 3: We can also just read the story of the trip.
Experiment with language	
• recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment	• Students practise a choral reading of *Pierre: A Cautionary Tale in Five Chapters and a Prologue* and discuss the best ways to stress the repetitive lines for a desired effect. • When the class hears one student's story at author's chair, a classmate suggests making it into readers' theatre. The student then presents it with four friends, using special voices and sound effects.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas • experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts	• Small groups of students make a web or share ideas/events before beginning writing; e.g.:  Protection Habitat Spiders Web Construction Food • Students make a list of sports words and phrases and collect sports pictures to display at the writing centre, during a sports theme study.
Elaborate on the expression of ideas • use sentence variety to link ideas and create impressions on familiar audiences	• Students use short sentences to convey excitement or action when tape recording their own play-by-play of a hockey game. • After a student shares a mystery story at author's chair, other students comment. Student 1: Why don't you start with a question to make the beginning exciting? Student 2: You could use because to show that's the reason things happened.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
Structure texts	
• experiment with a variety of story beginnings to choose ones that best introduce particular stories	• A student decides to change the opening of her mystery story from "Once upon a time …" to "What happened to Tom remains a mystery …" • After writing a story, a student looks at a list of story beginnings, posted on the school web site, classroom bulletin board or kept in a writing folder, to decide whether or not to change the beginning of the story to make it more interesting or effective. • Students read the beginning sentences of a variety of stories and list the things that make story beginnings effective; e.g., effective story beginnings introduce the main character, sound exciting, present a problem. Students post their findings on a chart or in their writing folders, for use in their own writing.
• add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	• When students are planning a puppet play, they share ideas about the setting so that the students responsible for making the backdrop have enough information to complete it. • Students form groups and take a familiar story; e.g., *The Three Little Pigs*, and divide the story into sections. Each group of students takes a section and adds to it. They share and discuss the whole story and how the details add to the story. • A student writes a story about the time his dog went missing. The student describes where he looked, how long he looked and how he found the dog, in a way that the listener or reader senses his panic at first and then his surprise and relief at finding the dog.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• use self-questioning to identify information needed to supplement personal knowledge on a topic	• In a mathematics journal, students use sentence stems, such as: – I need to find out more about … – I wonder why/how …
• identify facts and opinions, main ideas and details in oral, print and other media texts	• After brainstorming safety behaviours for such situations as skating or water sports, students circle statements that are facts and highlight statements that are opinions; e.g., Proper life jackets help people float (fact). Babies shouldn't go on boats (opinion). • After reading *A ... B ... Sea*, students comment. Student 1: A jellyfish is not a fish. Student 2: The jellyfish looks larger than the scuba diver. Student 3: A jellyfish's stingers can kill small fish. • After reading the poem *Two Friends*, students role play such topics as: what makes a good friend, how to make friends, how to keep friends, how friends are alike and different.
Determine information needs	
• ask topic-appropriate questions to identify information needs	• When beginning a study of birds, students develop three to five questions under provided headings; e.g., habitat, babies, enemies, food and physical description, to guide their information gathering.
Plan to gather information	
• contribute ideas for developing a class plan to access and gather ideas and information	• After a student brings in a pet lizard, students develop a list of places where information about pets could be located. They display the list for use during a study on pets. • Students talk about how they can find out about their community's past. Student 1: We could ask my Grandma. She's lived here a long time. Student 2: I've seen books in the library. Student 3: Maybe we could go to the historical site near town.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

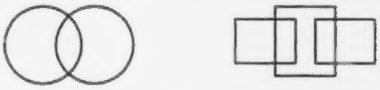
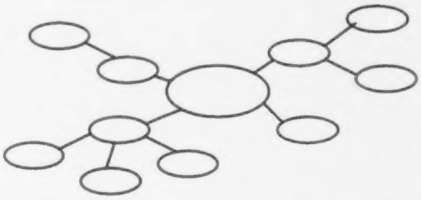
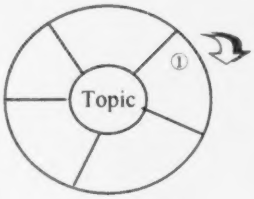
3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• find information to answer research questions using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment	• Students use such resources as nature magazines, the encyclopedia, a zoo CDROM, the Internet and a park naturalist to find out about bison.
Access information	
• use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information	• A student looks up schools in the index of *A Pioneer Story: The Daily Life of a Canadian Family in 1840*. The student spots a picture of a child writing on a small chalkboard and reads that children used slate pencils to write on slate boards. This information is added to the class web on Communities in the Past.
• locate answers to questions and extract appropriate and significant information from oral, print and other media texts	• A student describes how he found the web site for his favourite magazine by inputting the internet address that was referenced in the magazine. • When reading about an animal, a student highlights the parts of a passage that describe: – where the animal lives – how the animal uses camouflage – an interesting physical characteristic.
• use card or electronic catalogues to locate information	• After listening to *Charlie and the Chocolate Factory*, one student shows another how to look under Humour in the subject index and Roald Dahl in the author index to find other books that he has written.
Evaluate sources	
• review information to determine its usefulness in answering research questions	• Some students are learning to snowboard and want to find out more about the sport. Their parents help them find some magazines and newspaper articles about the sport, but the students realize that they still don't know what kind of snowboard is best for beginners. • A student looks for books on the yearly pilgrimage to Lac La Biche in pioneer times. The books only tell about fishing at Lac La Biche, so the student asks a great-grandparent if she remembers going to Lac La Biche when she was young.

GRADE 3

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

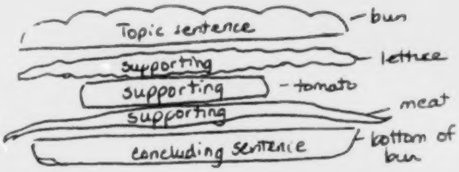
3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information • organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing (continued)	• Students use a variety of graphic organizers, such as: Venn Diagrams  Mind Map  Sequence Circle  • In their personal science logs, students write, in proper sequence, what they did when testing the strength of construction materials; e.g., they use 1., 2., 3., or first, second, third.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>(continued)
Organize information</td><td></td></tr>
<tr><td>• draft ideas and information into short paragraphs, with topic and supporting sentences</td><td>• A student uses a sandwich form to write a paragraph about a favourite rock.



The student writes: Obsidian is my favourite rock. It is black, which is also my favourite colour. It is shiny and smooth. It is so smooth, it is easy to guess when it is in the mystery bag. I like obsidian so much I think my Mom should get some for our yard.</td></tr>
<tr><td>Record information</td><td></td></tr>
<tr><td>• record facts and ideas using a variety of strategies; list titles and authors of sources</td><td>• Students use jot notes on a research chart to record facts about a specific topic of interest, such as the grey wolf.
<table>
<tr><td>Appearance</td><td rowspan="2">Food</td><td>Interesting Facts</td></tr>
<tr><td rowspan="3">Habitat</td><td>Enemies</td></tr>
<tr><td rowspan="2">Life Cycle</td><td></td></tr>
<tr><td>Titles and Authors</td></tr>
</table>

• While studying about hearing and sound, students email another class with a list of the titles and authors of books and videocassettes on the topic.</td></tr>
<tr><td>(continued)</td><td></td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Record information	
• list significant ideas and information from oral, print and other media texts	• After viewing the videocassette *Planet Earth*, students list ways they can help take care of the Earth. • In preparation for writing a report on the computer, a student makes jot notes while reading an informational book. • While listening to a guest speaker talk about the community in the past, students jot notes under headings, such as: food, homes, clothing, recreation and jobs.
Evaluate information	
• determine if gathered information is sufficient to answer research questions	• Students present/share with peers information gathered to date on a topic. Peers question, comment and suggest areas where more information is needed. • A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. The student checks the headings to be sure there is information on chores, clothing and games of children in pioneer times.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• organize and share ideas and information on topics to engage familiar audiences	• Students use an overhead projector, along with a diorama, to present an oral report on their community in the past. • Students make a set of posters to organize their presentation about salmon. • While studying rocks and minerals, some students read poems they have written, some share designs based on the shapes of crystals, and others create a papier-mâché model for a display.
• use titles, headings and visuals to add interest and highlight important points of presentation	• Some students share their presentation software slide show with the class. They use two different title transitions throughout their presentation. • When a student begins her part of a group presentation on children in Japan, she writes the headings School and Recreation on an overhead transparency to show key points she will cover.
Review research process	
• assess the research process, using pre-established criteria	• Students use a checklist of questions developed by the class, such as: – Did I use headings to organize my presentation? – Are my main ideas clear? – Did I use a variety of sources? – Did I ask others for assistance?

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• share own oral, print and other media texts with others to identify strengths and ideas for improvement	• During peer conferencing, students use the following statements to make recommendations. – I like the way … – Tell me how … – I think you could try … – I was confused when … – I would like to know more about … • While writing a poem about horses, a student reads a couple of lines to classmates and asks: "Does it sound like the horse is going really fast?"
Revise and edit	
• combine and rearrange existing information to accommodate new ideas and information	• Students use various editing techniques; e.g., cut and paste, use of star (★) and caret (^), writing on every second line. • While editing a group story, one student adds another student's ideas to the narrative by moving the cursor to the insertion point and then typing.
• edit for complete and incomplete sentences	• Using a story on the overhead projector that contains complete and incomplete sentences, students identify incomplete sentences and tell how they could be corrected. • When editing a story about a grandparent, a student checks to ensure that all sentences are complete.
Enhance legibility	
• print legibly, and begin to learn proper alignment, shape and slant of cursive writing (continued)	• Students write their names in the cursive style and decorate them for a special name tag. • Students take care to print legibly when writing a thank-you letter to a guest speaker.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
(continued) **Enhance legibility**	
• space words and sentences consistently on a line and page	• While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.
• use keyboarding skills to compose, revise and print text	• A student composes a short description of a topic, such as a favourite recreational pursuit or an activity, revises it with a peer, and prints it for inclusion in a class book.
• understand and use vocabulary associated with keyboarding and word processing	• Students know and use such terms as backspace, delete, cut, paste, caps lock, enter, spell check.
Expand knowledge of language	
• explain relationships among words and concepts associated with topics of study	• Students use such words as pitch, vibration, soundproof and loudness to talk about different aspects of hearing and sound in their daily lives. • Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish.
• experiment with words and word meanings to produce a variety of effects	• Students brainstorm alternative words to replace overused words found in student writing; e.g.: – said: muttered, screamed, whispered, yelled, shouted, croaked – went: sauntered, marched, galloped, skipped, slithered, circled • After reading the poem *I Wave Goodbye When Butter Flies*, in the anthology *Something Big Has Been Here*, a student shares a poem written at home. Last summer at the lake I saw horseflies While it rained cats and dogs.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance artistry	
• choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts	• After reading the poem *Railroad Reverie*, in the anthology *Arrow Book of Poetry*, students create sound effects that approximate vocabulary in the poem, such as chugger-chugger, rumble-rumble and rattle-rattle. They dramatize the poem, using the sound effects they have created. • A student writes a poem about a big snowfall and illustrates it with a picture that shows the snow nearly covering the dog kennel in the backyard. • Students use the story pattern of *Guess What?* to create their own story with illustrations. • After reading *The Important Book*, students pattern their own writing on the book; e.g.: The most important thing about a hamburger is it tastes good. It has meat and bread and cheese and lettuce. It's cooked on a barbecue. It can be eaten using my hands. But the most important thing about a hamburger is it tastes good.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• identify a variety of sentence types, and use in own writing	• After reading *The Backyard Time Detectives*, students identify simple and compound sentences from selected passages. Students look for examples of similar sentence types in their own writing.
• identify correct subject–verb agreement, and use in own writing	• Students check for correct subject–verb agreement, by viewing examples of writing on an overhead transparency, reading stories out loud to see if they sound correct, and checking with a partner or group. Students correct their errors.
• use adjectives and adverbs to add interest and detail to own writing	• Students suggest adjectives that could be added to a piece of writing to make it more interesting; e.g., "The old house." becomes "The old, tattered, run-down house." • In a story about a first ski lesson, a student checks a class chart of describing words to make a description of getting off a chair lift for the first time more vivid for the reader.
• distinguish between complete and incomplete sentences	• In a centre activity, students work alone or with a partner to assemble word strips into complete sentences. The little dog | barked | at the mailman.
Attend to spelling	
• use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing	• When writing such words as *different, important, animal, however,* students divide the words into parts, associate letters with the sounds across the whole word, and continue writing, checking the spelling later.
• identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing	• During a peer editing activity, a student points out to the writer the need to change the word *gooses* to *geese*. • Students look at a prepared word list and come up with a rule or description of what is common about how the words are spelled.
(continued)	

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Attend to spelling	
• identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing	• Students keep a personal list of words they frequently misspell and refer to it when editing their work. • Students reread their own writing to correct words they misspelled. Words they are unsure of are circled and are located in their dictionary or corrected with the help of a friend or the teacher. • Students share strategies on remembering how to spell particular words; e.g.: – constructing mnemonic devices: island = IS LAND because = Bears Eat Crackers And Usually Swallow Enough – exaggerating difficult word parts: envIRONment friEND.
Attend to capitalization and punctuation	
• use capital letters appropriately in titles of books and stories	• When entering the titles of books they have read into their reading logs, students use capital letters appropriately.
• use exclamation marks, appropriately, as end punctuation in own writing	• While writing an adventure story, a student reads part of it aloud to determine where to place exclamation marks. • After visiting a community museum, a student makes a poster to promote the preservation of an old building. The student writes the slogan "Save the Barn!" in large, colourful letters.
• use apostrophes to form common contractions and show possession in own writing	• Students use a variety of contractions when writing valentine messages; e.g.: – Won't you be mine? – I'll think it's divine, if you're my valentine! – I can't wait until you're my valentine! • After a community walk, students use apostrophes to show possession when writing directions to particular places in their community; e.g.: To get to Joey's house, you walk three blocks west and then turn right and walk north past Michelle's grandfather's store.
• identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension	• When reading out loud, a student runs two sentences together, realizes it does not make sense, goes back and pauses at the period, and then reads on.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• present ideas and information on a topic, using a pre-established plan	• When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece; e.g.: Student 1: Tells the title of the play. Student 2: Introduces the characters after the play. Student 3: Asks the audience what they thought of the play.
Enhance presentation	
• use print and nonprint aids to illustrate ideas and information in oral, print and other media texts	• Students enhance their own presentations, using such aids as storyboards or presentation software. • A student adds colour to an invitation for a class concert and makes the date and time larger in the text. • A student enhances a report on nutritious snacks, by adding pictures from a CDROM encyclopedia.
Use effective oral and visual communication	
• speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas	• Students present their own poetry, or a published poem of their choice, and focus on reading with expression. • While performing a puppet play, one group member narrates in a clear, steady voice that guides the group and also makes it easy for the class to listen to the story. The narrator uses a buzzing voice for hornets and a booming voice for a big, black cloud.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Demonstrate attentive listening and viewing	
• rephrase, restate and explain the meaning of oral and visual presentations	• Students explain in their own words the key items to include in a first-aid kit after a presentation by the community nurse. • After watching a videocassette presentation on how to deal with bullies, students brainstorm ways to solve playground problems.
• identify and set purposes for listening and viewing	• The class invites a senior to talk about the community in the past. Prior to the visit, students discuss what they want to learn. Student 1: I want to know if bread was made from scratch. Student 2: I wonder how people kept warm in winter. Student 3: I wonder what school was like back then. • One student wonders why the class is watching a wordless videocassette about fish. Another student says that it gives the class ideas about what fish look like, where they live and how they move.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts	• While one group member reads *Anansi the Spider*, the rest freeze into a tableau illustrating the pranks Anansi pulled. Then each person, in sequence, unfreezes, tells about a prank Anansi pulled, adds one of his/her own, and then refreezes into that position. • After viewing a *Ramona* videocassette, students describe Ramona's home and school life and discuss how they compare to their own home and school experiences.
• retell, paraphrase or explain ideas in oral, print and other media texts	• Students write in their journals about movies or sports events they watched or took part in over the weekend. • After watching a videocassette presentation about different kinds of rocks, students talk about what they learned, through the use of prompts. – This videocassette was all about __________ . – Three different kinds of rocks that I learned about were __________, __________ and __________ . – I also learned that __________ . – I was surprised to find out that __________ .
Relate texts to culture	
• identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities	• After reading the stories *Crabs for Dinner* and *The Sandwich*, students talk about times they were reluctant to try new foods. Student 1: The other kids didn't like Vincenzo's sandwich because it was different. Student 2: When the boy and his brother finally tasted the Grandma's soup they liked it. Student 3: I always thought I didn't like melon, until I had to eat it at my aunt's house. • Students read *The Very Last First Time* and *The Fishing Summer* and discuss a time when they were both excited and scared about doing something for the first time.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Celebrate accomplishments and events	
• use appropriate language to acknowledge and celebrate individual and class accomplishments	• Students record comments on a Comments Page, attached to the back of individually published stories, to recognize and praise an author's work. • During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed around a circle, and is held by the speaker; e.g., Becky says, "I would like to compliment Chan for the way he made his story exciting." Chan replies, "Thank you Becky." The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone. • Upon completion of the study of their community in the past, the class posts their poems, stories, pictures and links to other Internet web sites on the school web site. After the weekend, one student tells about finding the school web site and seeing everyone's work on the computer.
Use language to show respect	
• demonstrate respect for the ideas, abilities and language use of others	• As students share their stories using the author's chair, their classmates make thoughtful and helpful comments, using sentence frames such as: – I couldn't understand why ______________. Can you explain some more about that? – Your characters were very interesting. I liked the way they ____.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• work cooperatively with others in small groups on structured tasks	• Students work in pairs to research different bridge designs, and then design and build a bridge strong enough for a toy car to cross. • When preparing a group presentation about a particular animal, one student makes a banner showing the title of the presentation, two students work together to make a diorama showing the animal's habitat, and another student makes a poster about the animal. • During a group activity, such as colouring eggs or planting bean seeds, students work together to complete the task, using assigned materials and directions.
• identify and seek help from others who can provide assistance in specific situations	• Students ask the librarian for help when seeking a story by a particular author. • Students email selected authors to ask them to read the first drafts of their stories. • Students volunteer to be experts on topics of interest. • Students identify and interview persons in the community to add information to a study of community helpers.
Work in groups	
• contribute ideas and information on topics to develop a common knowledge base in the group	• In groups, students find an article, picture, book, web site or CDROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose. • During a class study on animal life cycles, a student brings a book on snakes from home to place in the reading corner.
• ask others for their ideas, and express interest in their contributions	• At the beginning of the year, each student interviews a partner, introduces the partner to the class and includes such details as interests and strengths. • As new groups form, students work together to come up with a group name that is agreeable to everyone. All ideas are considered.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process	
• assess the effectiveness of group process, using pre-established criteria	• Students answer questions about how to work effectively in a small group; e.g.: – What are some ways students can participate in a group? – How does listening to others help in group work? – What would you say or do to encourage everyone to share ideas? Students use their answers to the questions to enhance group work.

Grade 3 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 4

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 4 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 4

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Express ideas and develop understanding
• compare new ideas, information and experiences to prior knowledge and experiences</td><td>• After students brainstorm what kinds of pollution/waste they already know about, they think about and tour their own community and record examples of pollution/waste. They then discuss and compare information recorded on a chart.
<table>
<tr><th>What kinds of pollution/waste do you know about?</th><th>What kinds of pollution/waste do you have in your community?</th></tr>
<tr><td>• rain forest
• air
• water
• oil spills
• bamboo</td><td>• garbage
• air pollution from factories, cars, buses
• smoke
• smog</td></tr>
</table>
• While reading <i>In the Garden</i>, students comment.
Student 1: Last year I planted my own row of carrots and some sunflowers in our garden.
Student 2: My Grandfather taught me how to build a birdhouse.
Student 3: My aunt gave me a teacup and saucer that I keep on my shelf.</td></tr>
<tr><td>• ask questions, paraphrase and discuss to explore ideas and understand new concepts</td><td>• Students paraphrase and record ideas and questions during class discussions on such topics as:
– Should the city be allowed to spray for dandelions and/or mosquitoes?
– Should companies be allowed to drill for oil in a national/provincial park?
<table>
<tr><th>Pros</th><th>Cons</th><th>Questions</th></tr>
<tr><td>• We need the oil no matter where it is.
• Oil makes money.</td><td>• Animal homes are destroyed.
• Scenery is ripped up.</td><td>• What if there is an oil shortage?
• Would it be okay to drill then?</td></tr>
</table></td></tr>
<tr><td>(continued)</td><td>(continued)</td></tr>
</table>

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
(continued) **Express ideas and develop understanding**	(continued) • As students are reading a map of Alberta, they comment. Student 1: Where is Mundare? My cousin lives there. Student 2: How far is it to Lake Louise? We're going skiing soon. Student 3: Where is Drumheller? We're going to the museum in the spring.
• share personal responses to explore and develop understanding of oral, print and other media texts	• In small groups, students discuss posters, cartoons, advertisements and comic strips and then write their responses to them. – The bright colours on the poster really make it stand out. – The food in the advertisement looks so good. – The comic strip on camping was funny because that's what happened on my family trip. • After watching a play or school performance or reading a book, such as *The Red Balloon*, students talk about what was appealing or meaningful; e.g., "I wish I was the boy following the balloon. I would be free to go wherever I wanted."
Experiment with language and forms	
• discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts	• Students discuss what they learned about war after reading such novels as *Sadako and the Thousand Paper Cranes* or *Shin's Tricycle*, reading encyclopedia articles and textbooks, viewing illustrations and videocassettes, and using CDROMs. • In a journal entry, a student describes why reading *Waiting for the Whales* was enjoyable and describes what this story added to knowledge about whales gained from a guide's presentation at a marine park, the diary entries in *From a Whale-Watcher's Diary* and a nature show on television.

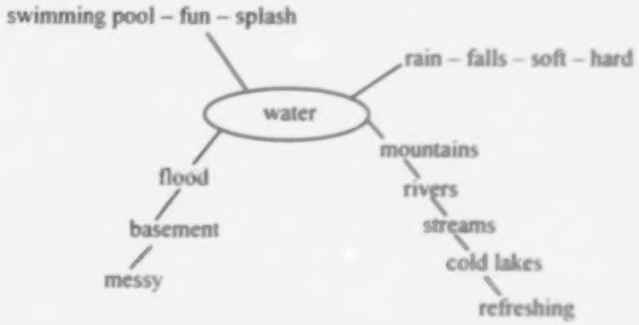
General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Express preferences
• select preferred forms from a variety of oral, print and other media texts</td><td>• A student describes the preferred form of the story <i>Cinderella</i>; e.g., CDROM, videocassette, play, book. "I liked the story on the CDROM because it was fun to click on the characters. They would introduce themselves, and I could see the setting."
• A student chooses to document plant growth by taking photographs at one-week intervals, rather than by drawing pictures or plotting the plant height on a graph each week.
• After reading <i>The Orphan Boy</i>, one student retells the story on tape, another paints a scene from the story, and another writes a letter to the old man.</td></tr>
<tr><td>Set goals
• identify areas of personal accomplishment and areas for enhancement in language learning and use</td><td>• Following a writing assignment, students list what they did well and list areas for improvement; e.g.:
<table>
<tr><th>What I Did Well</th><th>What I Want to Do Better</th></tr>
<tr><td>• I indented my paragraphs.</td><td>• I'm not sure when to start a new paragraph.</td></tr>
</table>
• A student views a videocassette recording of a personal poetry reading or readers' theatre presentation and then critiques what went well and what could be improved; e.g., expression, speed, volume, clarity.
• A student reviews a personal reading log, notices that there are many mysteries listed and decides to read a folk tale for a change.</td></tr>
</table>

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas • identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts	• Students talk about different experiences of living in western Canada as portrayed in the stories *One Prairie Morning* and *Signs of Spring*, the poems *When I First Came to This Land* and *If You're Not from the Prairie…*, and accompanying illustrations. • After reading *How Smudge Came*, students talk about why Cindy wanted to keep the puppy and why the adults would not let her at first.
Combine ideas • use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	• While on a field trip to a recycling plant, students find the answers to such questions as: "What items can be recycled?" and "What are recycled materials used for?" They record the answers in their science logbooks, using jot notes. • To solve a problem about how many clothing combinations can be made, a student draws a picture and then writes in a mathematics journal entry, "I learned that drawing a picture can help me solve a mathematics problem." • Students make a cluster diagram about water and explore ideas through such things as a poem, picture or narrative.  swimming pool – fun – splash rain – falls – soft – hard water flood basement messy mountains rivers streams cold lakes refreshing • After a field trip, students brainstorm ideas for a group thank-you letter. Individual students then record what was of particular interest to them about the trip.

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General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
Extend understanding • explore ways to find additional ideas and information to extend understanding	• After listening to a guest speaker tell about World War II, one student finds information on air force heroes on the Internet, another interviews a former war bride, and another views pictures from textbooks on battle scenes. • While researching a project on what plants need in order to grow, groups of students share ideas, information and resources so they can learn from each other. • Students brainstorm possible search words for Internet sites when discussing the history of oil drilling. • Using a geography software program, a student clicks on various links and video clips and says, "I have found the Rocky Mountains."

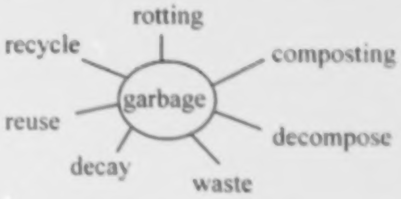
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information	• While reading *The Hockey Sweater*, students relate what they know about sports teams and rivalries to help them understand the boy's reaction and empathize with his emotions. • Students use their experiences of science experiments with lenses and magnifying glasses to assist in understanding information from a textbook about the microscope. • As part of learning about plant growth from a resource book, students record their findings in a chart and discuss with others.
• explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning	• One student explains to another how the arrangement of text in a CDROM reading indicates where to click for specific information. • After making oatmeal cookies from a recipe, students comment on how the recipe helped them. Student 1: The ingredients were listed first so we knew what we needed. Student 2: The directions were listed in order, so we knew to preheat the oven before mixing the cookies.
Use comprehension strategies	
• preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate	• When choosing a library book, a student skims the cover, illustrations and content and then reads some random passages to determine if the book is of interest and is at an appropriate reading level. • When preparing for a group presentation on aboriginal leaders, a student skims through a textbook to find specific information on Chief Crowfoot and then reads this section in detail.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use comprehension strategies**	
• comprehend new ideas and information by responding personally and discussing ideas with others	• After listening to a visually impaired guest speaker, students direct questions and comments to the speaker. Student 1: How do you count your money? Student 2: Once I had to wear a patch over my eye and couldn't see very well. Student 3: How do you know when it's safe to cross the road? • After reading the poem *The Buck in the Snow*, students share and discuss responses in small groups. Student 1: I hunt with my family every winter. We camp in the bush. Student 2: I feel sorry for the deer whose mate was killed. • Using a learning log, students record what they have learned about short-term and long-term goals by drawing pictures, writing, webbing and jotting down key ideas. Students then share their ideas with a partner. • In a dialogue journal, one student writes about gum chewing in schools. Another student reads the entry and adds a personal opinion. Journal entry: I think gum chewing should be allowed because it is not so bad. Journal entry: I agree, but students who don't chew properly shouldn't chew gum!
• extend sight vocabulary to include words frequently used in other subject areas (continued)	• Students recognize, by sight, words associated with revising and editing text in a word processing program; e.g., inset, delete, view, format, cut, copy and paste. • Students identify and discuss key words/concepts and add them to webs/maps as themes/topics are developed; e.g.:  rotting recycle composting garbage reuse decompose decay waste

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use comprehension strategies	
• monitor understanding by confirming or revising inferences and predictions based on information in text	• While reading *The Three and Many Wishes of Jason Reid*, a student makes such predictions as, "I think that on his third wish Jason will ask for more wishes." After reading further, the student says, "I was right. He asked for more wishes." • After watching a videocassette about recycling, a student says, "I thought I'd find out about how garbage is recycled, but the videocassette just showed what gets recycled and how it's collected."
Use textual cues	
• use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information	• To assist in understanding the difference between renewable and nonrenewable resources, students use the information in the margins, picture captions, questions, and chapter introduction and summary in the text *Alberta Our Province*. • On a field trip to a museum, students use display labels to locate and understand specific items and information. • When preparing a group poster presentation on sewage treatment, students use headings, such as Transporting Sewage, Use of Chemicals, Sewage Plants and Health Concerns, to organize their information.
• distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information	• Students compare information about lifestyles in Quebec presented in a textbook and in a pen pal letter. Student 1: The textbook shows the lifestyle of different families but does not give much information about each one. The book also has a lot of illustrations, and the information is organized under specific headings. Student 2: The letter is shorter and has lots of personal details, but it only tells about one family's experiences. The information is all jumbled up. Sometimes we have to guess at it.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use phonics and structural analysis	
• identify and know the meaning of some frequently used prefixes and suffixes	• As students find words with common prefixes and/or suffixes in their reading, they add them to a class scrapbook; e.g.: -ful means "full of" colourful beautiful • Students use their knowledge of the meaning of prefixes, such as re- (again), pre- (before), un- (not), bi- (two), and suffixes, such as -less (without), to read and understand the meaning of words like *replacement*, *unhappy*, *bilingual*, *painless*.
• apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context	• When reading an unfamiliar word, such as *unenjoyable* or *undeveloped*, students look for something familiar within the word, such as a root word or compound word, or they divide the word into syllables to figure it out.
• integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context	• Students talk about the strategies they use to read unfamiliar words; e.g.: Student 1: I reread when I don't understand. Student 2: I look at the pictures. Student 3: I break a word into parts. Student 4: I sound words out. Student 5: I skip the word, finish the sentence, then go back and try to figure it out. Student 6: I think about where I've heard a word before and think of how it fits with the sentence. • When reading the sentence, "The bird sat on a branch of a chestnut tree." a student reads on past the unfamiliar word *chestnut*, realizes it must be a kind of tree and uses phonics to sound out the word.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues* (continued)

Specific Outcomes	Illustrative Examples
Use references	
• use alphabetical order by first and second letter to locate information in reference materials	• Students locate words like climate, combine and crude oil in the glossary of *Alberta Our Province*. • Students make personal telephone lists of family and friends' names and numbers.
• use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	• When spell checking a story, a student chooses the word vegetable from the choices veritable or vegetable to correct the misspelled word in the sentence: "Lots of vejitables are growing in our garden." • A student uses a junior dictionary to check which spelling, desert or dessert, should be used in the sentence: "We had strawberries for ________________."

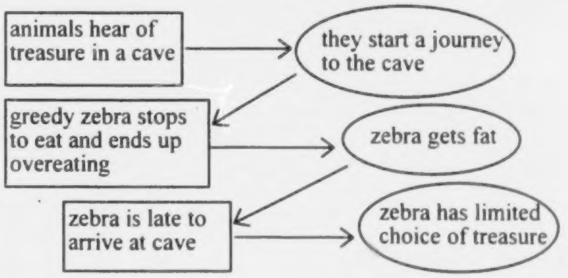
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs	• After reading *The Spider Weaver*, a group of students creates a legend with illustrations that explains why birds fly south in the fall. • During a class discussion on out-of-school activities, a student talks about a favourite sport, swimming, and participating in a swim meet. The student shows a newspaper article about the swim meet. • Students dramatize the main events of *Rebel Glory*, using one student as a narrator and the other students as characters.
• identify and discuss favourite authors, topics and kinds of oral, print and other media texts	• In small groups, students discuss favourite videocassettes about heroes and what being a hero means to them. • A student uses email to communicate with a favourite author and shares information received with the class.
• discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker	• After the teacher reads several books related to the author of the month; e.g., *Jacob Two-Two's First Spy Case*, *Jacob Two-Two Meets the Hooded Fang* and *Jacob Two-Two and the Dinosaur* by Mordecai Richler, the class discusses similarities and differences in characters, themes, settings and style. • Students discuss various works by an illustrator, such as Ted Harrison, Georgia Graham or George Littlechild. Student 1: I like his style; he uses very bold colours and dark lines. Student 2: Her paintings make me feel like I am right there in the scene.
• retell events of stories in another form or medium	• Students retell a story by creating pictures in a sequential order on a computer drawing program. • While listening to *The Last Quest of Gilgamesh*, students quickly sketch or record the main events of the story. They then make diary entries of selected events as if they were Gilgamesh.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Experience various texts	
• make general evaluative statements about oral, print and other media texts	• After reading, viewing or listening to a variety of texts, students use sentence starters to record their ideas, such as: – I liked/disliked the character when … – I liked how the author/speaker/filmmaker … – In my opinion … – I think the author/speaker/illustrator should have …
Construct meaning from texts	
• connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences	• After viewing the videocassette *Miss Nelson Is Missing!*, students recall times when they learned to be more considerate of others. • After listening to or reading the story *On the Day You Were Born*, students write stories about the day they were born or about the day a family member was born.
• identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events	• After listening to *Greedy Zebra*, students identify the main events of the story and discuss how and why one event leads to the next. They record story events on a group chart or storyboard.  animals hear of treasure in a cave they start a journey to the cave greedy zebra stops to eat and ends up overeating zebra gets fat zebra is late to arrive at cave zebra has limited choice of treasure
• compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts	• After reading two adventure stories, *The Magic Paintbrush* and *The Story of Jumping Mouse: A Native American Legend*, a student writes in a reading log: "*The Magic Paintbrush* is like *The Story of Jumping Mouse: A Native American Legend* because_ _____________, but I liked it better because _____________." • In groups, students compare the movie and the book *Charlotte's Web* and record their ideas on a Venn diagram. They then tell which they liked the best and why; e.g., "I liked the movie because you could really see Charlotte making letters in the web." • When talking about animated videocassettes, a student says, "I like the claymation ones better than the cartoons because the characters look more real."
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

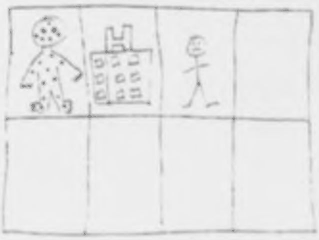
2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Construct meaning from texts	
• develop own opinions based on ideas encountered in oral, print and other media texts	• When listening to *Here She Is, Ms Teeny-Wonderful!*, students talk about the decision to enter Carol in the contest. Student 1: I don't think Carol's mother should have entered her in the contest. She didn't even like wearing dresses. Student 2: At first I didn't like having to be in the music festival. I know how she must have felt. • After reading *Wolf Island*, students write about the effects of environmental change. Student 1: Without the wolves on Wolf Island, the deer population grew. The deer ate most of the food, so other animals had less food. Student 2: On a trip, Dad pointed out a place where there had been a landslide and all the trees and plants were gone.
Appreciate the artistry of texts	
• explain how onomatopoeia and alliteration are used to create mental images	• After listening to *Princess Prunella and the Purple Peanut*, students choose phrases, illustrate them and explain how their illustrations depict the chosen phrases. • Students collect frames from comic strips, with such sound words as zoom, zap, boom, crash. They explain how the sounds of the words and the special effects of colour, font size and style add to the effect of the cartoon.
• explain how language and visuals work together to communicate meaning and enhance effect	• Students discuss how pictures add to the meaning of such stories as *The Pumpkin Blanket* or *Peter Spier's Rain* • A student describes a favourite cartoon in terms of what the characters look like and what they say. • After completing a bulletin board display with photographs, captions, maps and artifacts from a recent field trip to a museum, students explain the reasons for their choices. Student 1: I chose the picture of me standing by the dinosaur model to show how big it was. Student 2: I wrote labels for my log cabin picture to show what everything was used for.

GRADE 4

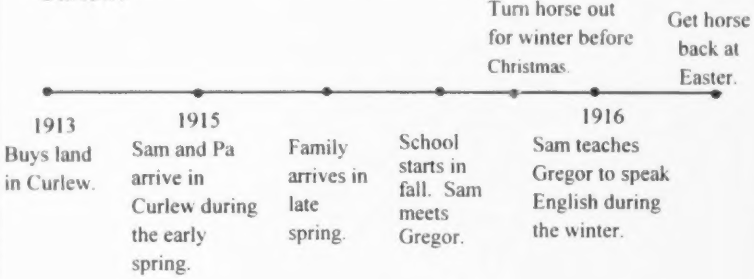
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Understand forms and genres</td><td></td></tr>
<tr><td>describe and compare the main characteristics of a variety of oral, print and other media texts</td><td>After viewing group presentations on geographic regions of Alberta, students identify similarities and differences in the presentations; e.g., use of overhead transparencies, charts, pictures, different speakers.
Students list and discuss the characteristics of a variety of texts, such as:
<table>
<tr><th>Picture Books</th><th>Novels</th><th>Videocassettes</th><th>Magazines</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>identify various ways that information can be recorded and presented visually
(continued)</td><td>Students read such poems as <i>Thistles</i>, in the anthology <i>Dogs & Dragons, Trees & Dreams: A Collection of Poems</i>, or <i>Tube Time</i> and then illustrate the poems.
Students make a pictorial storyboard of the main events in <i>Chocolate Fever</i>; e.g.:

A student sketches a map to show a friend how to get to his house.
(continued)</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued) **Understand forms and genres**	(continued) - Students create a timeline to depict the main events in *Ticket to Curlew*.  1913 Buys land in Curlew. 1915 Sam and Pa arrive in Curlew during the early spring. Family arrives in late spring. School starts in fall. Sam meets Gregor. Turn horse out for winter before Christmas. 1916 Sam teaches Gregor to speak English during the winter. Get horse back at Easter.
Understand techniques and elements	
- identify and explain connections among events, setting and main characters in oral, print and other media texts	- When reading *James and the Giant Peach*, a student remarks: "I know Aunt Spiker and Aunt Sponge are mean, but if they hadn't been, James would never have escaped and gone on his adventure." - When listening to *Alice in Wonderland*, students identify events at the beginning of the story that enable Alice to fall into a world of strange settings and characters. - When planning a collaborative story, two students use a story map to draft and discuss the outline of their story.
- identify the speaker or narrator of oral, print or other media texts	- Students rewrite stories, such as *Time to Go* or *The True Story of the 3 Little Pigs*, for a readers' theatre presentation. - Students identify that *Tales of a Fourth Grade Nothing* is told by Peter, the main character.
- identify how specific techniques are used to affect viewers' perceptions in media texts	- Students collect magazine pictures of food, and describe what makes the food look good; e.g., colour, arrangement, setting. - Students view book and magazine covers. They then make a book cover for a favourite book that creates interest and provides information about the content of the book. - Students view a familiar videocassette story and identify such specific features as long shot for the setting, close-up for dialogue, cut/fade for change of setting and voice-over for narration.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
Experiment with language	
• recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning	• When presenting a poem from a selection, such as *Garbage Delight* or *Jelly Belly*, or a story, such as *Piggie Pie* or *Amelia Bedelia*, students focus on the arrangement or repetition of words to enhance the presentation. • Students identify examples of advertisements, signs, logos and jingles where repetition is used to reinforce a message; e.g., rules, warnings, persuasion, promoting products. They create posters promoting fair play that are displayed in the school gymnasium.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts	• When planning to tell a story to another class, a group of students jots down the main story ideas on cue cards, collects some props, and chooses some music for the beginning and ending of the story. • Before writing a story, students record initial ideas about characters, setting, events and timelines in an organizer such as a web, chart or story map. • Students jot down ideas for writing from their reading, listening, viewing and personal experiences.
Elaborate on the expression of ideas	
• select and use visuals that enhance meaning of oral, print and other media texts	• Students clip pictures from magazines to create a collage to accompany an autobiographical sketch or presentation. • When writing a story, a student uses a painting of an Alberta landscape to help add detail to the description of the setting. • Students paint a series of backdrops to use in a puppet play.
Structure texts	
• produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot	• Students choose a favourite character and write a story placing that character in a different setting. • When reading a first draft of a story, a student says, "I'll have to add why the character feels angry, because it's not clear why he won't help the others." • Students create wordless picture books to share with Grade 1 students.
• produce narratives that describe experiences and reflect personal responses	• While listening to *Boy: Tales of Childhood*, students relate similar experiences about growing up; e.g., trouble at school. • A student writes in a science journal: "I can see that a screw is an inclined plane by unwinding it in my mind."

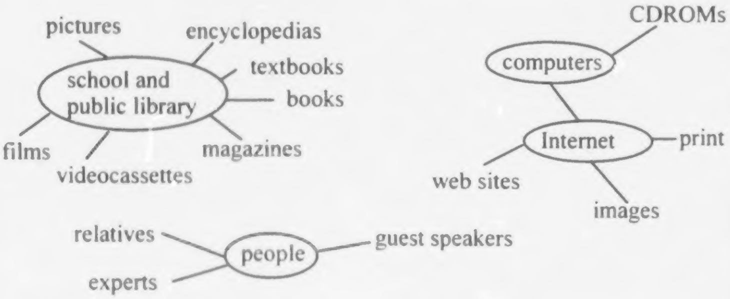
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Focus attention</td><td></td></tr>
<tr><td>• use organizational patterns of expository texts to understand ideas and information</td><td>• When doing group research on the effects of immigration and settlement in Alberta, students use the headings from Chapter 4 in <i>Alberta: A Story of the Province and Its People</i> to make a list of the different groups of immigrants. Students read the stories to find personal details.
• A student uses the maps and legends, chapter organizers and summaries, photographs, questions in text, visual organizers, and personal stories in <i>A Quebec Experience</i> to answer the question: "What are the major resources of the Canadian Shield region of Quebec?"</td></tr>
<tr><td>• focus topics appropriately for particular audiences</td><td>• Prior to writing a winter story for a Grade 1 class, students discuss how the audience will influence their choice of vocabulary, style and language; e.g., many illustrations and simple sentence structures.
• When preparing a presentation for the Grade 3 class about life and work in Grade 4, students identify what would be important for Grade 3 students to know and identify ways to make the presentation informative and entertaining.</td></tr>
<tr><td>Determine information needs</td><td></td></tr>
<tr><td>• ask relevant questions, and respond to questions related to particular topics</td><td>• A student uses information recorded in a science log to answer questions about a plant grown in class; e.g.:
– How often did you water the plant?
– Did you keep the plant in the light all the time?
– How long did the plant take to grow from a seed?
• Students create a KWL chart before reading <i>Cassandra's Driftwood</i>.
Living By the Sea
<table>
<tr><th>What I Know</th><th>What I Want to Learn</th><th>What I Learned</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
Plan to gather information - develop and follow a class plan for accessing and gathering ideas and information	- A student reminds the group that it cannot print a whole web site and refers to the class chart about taking jot notes from the screen. - Students brainstorm possible resources and locations to find information on the northern lights.  pictures encyclopedias school and public library textbooks books films videocassettes magazines CDROMs computers Internet print web sites images relatives people guest speakers experts - Before hearing a local athlete speak on the benefits of physical activity, students brainstorm questions to ask, such as: – How often should you exercise? – What are good activities to do indoors?

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips	• A group of students researching the use of bicycle helmets invites a guest speaker; e.g., police officer, surveys their classmates to see who wears helmets, watches a videocassette about bicycle safety and gets information from the library or local newspaper on bicycle accident statistics.
Access information	
• use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information	• When finding information on settlers, a student uses the glossary of *Alberta: A Story of the Province and Its People* to locate homestead, sickle, shears.
• identify information sources that inform, persuade or entertain, and use such sources appropriately	• A student decides to gather information on settlers in Alberta from a textbook rather than from a fiction book, because the textbook contains information on different groups of settlers. • Students discuss ways that resources, such as *Looking at Insects*, *Joyful Noise: Poems for Two Voices* and a CDROM about insects, are helpful in adding to their knowledge about insects. • Students read *Tiger's New Cowboy Boots*, view the pictures and answer questions, such as: – What does the story tell about cattle ranching? – What makes the story interesting to read?
Evaluate sources	
• recall important points, and make and revise predictions regarding upcoming information	• After reading *Wind and Water*, in the science book *Machines*, and *Make a Waterwheel*, a group of students makes a list of supplies needed to build a water wheel. The students discuss if the size of the wheel will affect how well it turns.
(continued)	(continued)

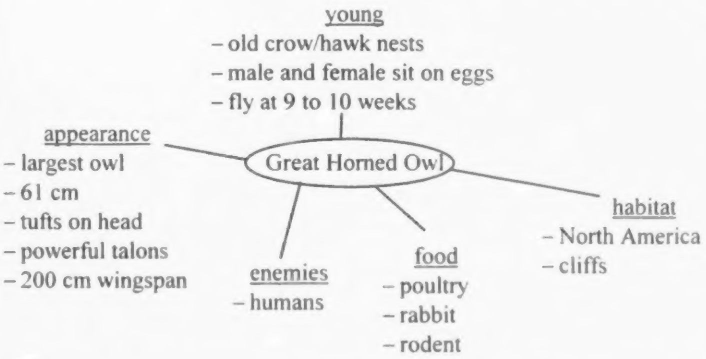
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process (continued)

Specific Outcomes	Illustrative Examples
(continued) **Evaluate sources**	(continued) • When preparing for a visit from a forest ranger, students reread questions they wrote previously about the forest industry and choose which ones to ask. Student 1: I think the ranger will know what kinds of trees grow in Alberta. Student 2: If the ranger does not know much about pulp mills, we will have to look back in our textbook. • While dissecting an owl pellet, a student says: "I thought owls ate mice and birds, but I found only mice bones in the pellet."

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
- organize ideas and information using appropriate categories, chronological order, cause and effect, or posing and answering questions	- Students decide which way to organize information on changes to the environment in Alberta, by geographic regions or by natural resources.
- record ideas and information that are on topic	- Students create a class calendar of events for each month and post it on a bulletin board. - Students record information in categories on a semantic map/web.  young – old crow/hawk nests – male and female sit on eggs – fly at 9 to 10 weeks appearance – largest owl – 61 cm – tufts on head – powerful talons – 200 cm wingspan Great Horned Owl enemies – humans food – poultry – rabbit – rodent habitat – North America – cliffs
- organize oral, print and other media texts into sections that relate to and develop the topic	- For a presentation on the historical figure John Ware, a student organizes the information in sections: introduction, where and when John Ware lived, what he did, conclusion. - Students categorize items for a class picnic into four food groups. Meat – hamburger Milk and Milk Products – cheese slices, yogurt Fruits and Vegetables – watermelon Breads and Cereals – buns

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
Record information	
• make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically	• As they find information, students record key words and phrases about each subtopic of their research project on narrow strips of paper. • Students record the authors and titles of sources used in a unit on Quebec and then arrange them in alphabetical order to display as a class list.
• paraphrase information from oral, print and other media sources	• After listening to a guest speaker or watching a videocassette about the oil industry in Alberta, students write key ideas on an idea web. • After watching a videocassette about Quebec, students make jot notes on the lifestyle of the Québécois under such headings as food, dress, holidays, sports, recreation and languages spoken.
Evaluate information	
• examine gathered information to identify if more information is required; review new understanding	• After collecting information and pictures for a poster about the four families of an orchestra, students realize that they need more examples of brass instruments. They find a picture of a saxophone and decide where it should be placed on the poster.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Share ideas and information</td><td></td></tr>
<tr><td>• communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters</td><td>• When preparing for a group presentation on the geographic regions of Alberta, students brainstorm ways to present information, such as collage, graph, poster, map.
• Students create posters to illustrate favourite holiday meals and share them with the class.
• After researching immigration, students create a talk show in which they role play individual immigrants and describe their experiences.</td></tr>
<tr><td>• select visuals, print and/or other media to add interest and to engage the audience</td><td>• Students download chosen illustrations, that are not copyrighted, from computer sources to include in their reports.
• Students create a topographical relief map of Alberta for a presentation on the physical regions of Alberta.
• A student chooses photographs of different shadows to illustrate a poem about shadows.</td></tr>
<tr><td>Review research process</td><td></td></tr>
<tr><td>• identify strengths and areas for improvement in research process</td><td>• After completing a project, students evaluate their individual research by asking:
<table>
<tr><th></th><th>What worked well?</th><th>What could I do next time?</th></tr>
<tr><td>1. Planning My Research</td><td></td><td></td></tr>
<tr><td>2. Selecting My Resources</td><td></td><td></td></tr>
<tr><td>3. Organizing My Data</td><td></td><td></td></tr>
<tr><td>4. Recording My Information</td><td></td><td></td></tr>
<tr><td>5. Evaluating</td><td></td><td></td></tr>
</table>
• In describing a research project on wolves, a student says, "I found lots of books but took too many notes and spent too long watching the videocassette. I could have been scanning more. I'd also like to improve my Internet skills."</td></tr>
</table>

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
- identify the general impression and main idea communicated by own and peers' oral, print and other media texts	- After listening to a group presentation on the use of bicycle helmets, a student says, "I agree with what you've said that bicycle helmets save lives, but shouldn't people be able to choose whether or not to wear one?" - While sharing a story during a peer conference, a student author asks for feedback; e.g., "I was trying to make this part scary. Should I add more scary words, or would that be too much?"
- use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts	- After viewing a student videocassette presentation, students provide feedback and support, using two "I like" statements and one "I wonder" statement. – I like how you used a clear voice. – I like how you made eye contact with the audience. – I wonder if you could add more detail about … - Students provide feedback on other students' work, using such sentence stems as: – I think the main character … – It would be nice to know more about … – I was wondering why you … – I thought the ending …
Revise and edit	
- revise to ensure an understandable progression of ideas and information	- Students review the instructions they have written for using a pinhole camera. They ensure all the needed information is included and is in the correct order. - While editing a group report about immigrants to Alberta, students check to make sure it is clear who the different immigrant groups were, where they settled and what were some of the problems they faced. - A student reads through an overhead transparency created on a software presentation program and decides to delete some points because the information looks too crowded.
- identify and reduce fragments and run-on sentences	- With partners, students read stories aloud to listen for and correct sentence fragments and run-on sentences.
- edit for subject–verb agreement	- Students correct such errors as: – They goes to the store. – The paper from the desks were flying around the room.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance legibility	
• write legibly, using a style that demonstrates awareness of alignment, shape and slant	• Students look through pieces of final draft handwriting and point out some examples of well-formed letters and words. • Students choose a poem on a topic of interest, copy the poem in their best handwriting form and illustrate it.
• use special features of software when composing, formatting and revising texts	• When writing with word processing software, students use such features as cut and paste, spell check, format, fonts, indent. • A student clips a picture of a famous inventor to use in a multimedia presentation.
Expand knowledge of language	
• use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study	• When writing a journal about weekend activities, a student refers to a class chart of words associated with particular hobbies, collections or sports to add interest and detail. • From their reading and viewing, students compose a list of words about light and shadow, such as *transparent, opaque, reflect, prism, shadow*. They then use these words in their own writing and speaking.
• recognize English words and expressions that come from other cultures or languages	• Throughout the year, students add to a class chart as they find words from other languages that have become part of the English language; e.g., *toque, et cetera, toboggan, faux pas, enchilada, samurai*.
Enhance artistry	
• experiment with combining detail, voice-over, music and dialogue with sequence of events	• A group of students dramatize and present *Little Red Riding Hood* to a Grade 1 class. The students write dialogue for the script, decide where to have a narrator, and choose music and sound effects. • When reading a poem about a friend moving away, a student chooses sad music to enhance the emotion expressed in the poem.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• identify simple and compound sentence structures, and use in own writing	• A student decides to use simple sentences for the quick actions and longer sentences for the descriptive parts of a story. • When editing a story with a peer, a student discusses when simple sentences are effective and when they could be combined with the words *or*, *and* or *but*.
• identify correct noun–pronoun agreement, and use in own writing	• A student writes a mathematics problem for a partner to solve. – *Carol* planted 6 rows of tomato plants with 12 plants in each row. How many tomato plants did *she* plant? • When listening to an oral cloze, students choose the correct pronoun references.
• identify past, present and future action	• In a diary or journal, students use the past tense to describe their actions and activities. • Students write about what they are planning to do on the upcoming weekend; e.g., "We will be going to the farm to see our cousins."
Attend to spelling	
• use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing	• When students are unsure if a word *looks right*, they write the word trying several different spellings; e.g.: – Teusday, Tuesday – adress, address – suprise, surprise. • When spelling a word, such as *remarkable*, a student breaks the word into syllables and uses knowledge of the prefix re-, base word *mark* and suffix *-able* to spell the word.
• identify and apply common spelling generalizations in own writing (continued)	• Students use spelling generalizations in their writing to form plurals; e.g., change "y" to "i" and add -es, comparative and superlative adjectives; e.g., change "y" to "i" and add -er, -est, and suffixes; e.g., -ing, -ed.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Attend to spelling	
• apply strategies for identifying and learning to spell problem words in own writing	• Students use such strategies as mnemonic devices, rhymes or visualization to remember how to spell problem words. – The principal is your pal. – A piece of pie. – Mrs. D, Mrs. I, Mrs. FFI Mrs. C, Mrs. U, Mrs. LTY. • Students use helpful routines, individually or with a partner, for studying spelling words, such as looking at the word, saying and visualizing the word, writing the word, checking the spelling, correcting errors, and repeating the process.
Attend to capitalization and punctuation	
• use capitalization to designate organizations and to indicate the beginning of quotations in own writing	• Students write a thank-you letter to a guest speaker from a particular organization and ensure that the name of the organization is capitalized. • A student uses a capital letter to begin the word *Don't*, when writing a sentence, such as "My Mom said, 'Don't forget to take your lunch.' "
• use commas after introductory words in sentences and when citing addresses in own writing	• When addressing a birthday card to a relative who lives in an apartment, a student writes the address as: Dr. R. Martin 403, 1389 – 11 Street SW Roseville, AB T8E 2K3
• identify quotation marks in passages of dialogue, and use them to assist comprehension	• In a story read by a narrator, individual students read the dialogue of the character assigned to them. • While reading a story displayed on an overhead projector, students determine which character is speaking by using the quotation marks.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information • present to peers ideas and information on a topic of interest, in a well-organized form	• After reading the poem *All the Places to Love*, a group of students creates posters to organize a presentation on favourite places in their homes, school or community. • Students talk about books they have read, and tell why they would or would not recommend them to others, using supporting examples from the texts. • Using a word processing program, a student makes labels for a collection of dolls from different countries and then tells the class about the collection.
Enhance presentation • add interest to presentations through the use of props, such as pictures, overheads and artifacts	• As part of a presentation to younger students on favourite stories, students dress as characters or have props to represent a scene; e.g., Rumpelstiltskin – straw, Snow White – apple. • Students create a diorama to represent a scene from a mystery story. • While presenting a report about the sugaring-off tradition in Quebec, students include a trifold of the steps involved, provide some maple syrup to taste and suggest a book to read—*The Sugaring-off Party*.
Use effective oral and visual communication • adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities	• When visitors come to the classroom, students acknowledge their presence by greeting the guests appropriately. • Students use an appropriate volume for different classroom activities; e.g., small group work, presentations, art activity, partner work, sports. • When presenting *Nathaniel's Rap* as a readers' theatre, students use a variety of gestures and tones and adjust their volume to enhance the meaning of the poem.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Demonstrate attentive listening and viewing	
• connect own ideas, opinions and experiences to those communicated in oral and visual presentations	• After reading and viewing the article *Animals Make Good Friends*, students brainstorm why people have pets and what animals make desirable pets. • At the beginning of a Waste and Our World unit, students view the videocassette *The Lorax* and discuss opinions and experiences with waste, conservation and pollution. • After listening to the teacher read Veronia's story in *Alberta: A Story of the Province and Its People*, a student says, "I knew it would be hard to move to a new country, but I never thought about leaving family and friends behind. When we moved, I really missed my friends."
• give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations	• As a class, students compose questions to email a guest speaker after a presentation. • Students use appropriate statements when sharing or commenting on the work of others; e.g.: – I like how you … – I wonder if you could … • After viewing a play on the environment, students ask questions and give opinions. One student says: "I couldn't really hear you because of your mask. You could make it so it doesn't cover your mouth."

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Appreciate diversity</td><td></td></tr>
<tr><td>• describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts</td><td>• After reading <i>The Sandwich</i>, students discuss traditions of their own cultures or families. One student says: "When I bring spring rolls and dipping sauce, my friends wonder what I have and want to try it."
• After listening to <i>The Sugaring-off Party</i> and viewing the paintings in it, students compare a festival in Alberta with that one in Quebec.
• After reading <i>The Tiny Kite of Eddie Wing</i>, students write about a time an older person; e.g., grandparent, teacher or friend, helped them in a special way.</td></tr>
<tr><td>• appreciate that responses to some oral, print or other media texts may be different</td><td>• After writing a personal response to <i>A Promise Is a Promise</i>, pairs of students share and discuss their responses.
• Students brainstorm questions to ask a guest speaker on recycling and notice that some questions are more specific because some students' families already recycle materials.
– What can be recycled?
– How long before you can use compost?
– Does it cost anything to recycle materials?</td></tr>
<tr><td>Relate texts to culture</td><td></td></tr>
<tr><td>• identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities</td><td>• Students use a graphic organizer, such as a storyboard map or web, to identify the main characters, plot and setting in <i>Lon Po Po: A Red Riding Hood Story from China.</i>
Title ____________________ Author ____________________
<table>
<tr><th>Characters</th><th>Setting</th><th>Plot</th><th>Descriptive Words (to describe one illustration of the story)</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
</table>
• While reading the historical novel <i>The Wind Wagon</i>, partners discuss why Sam Peppard built his wind wagon.
• Students discuss how the style of illustrations, such as the native art form in <i>Hawk, I'm Your Brother</i>, supports and enhances the text.</td></tr>
</table>

GRADE 4

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Celebrate accomplishments and events	
• use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom	• Following a readers' theatre presentation by one group, some students write short notes of congratulations and others create cards on the computer. • After a student tells of her team's win at a ringette tournament, other students say such things as: – Congratulations! – Good for you. – Way to go!
Use language to show respect	
• identify and discuss differences in language use in a variety of school and community contexts	• Students role play ways to ask a friend, a younger student, a teacher or the principal for permission to use something. • After hearing the principal announce that immunizations will take place on Tuesday, a student asks what *immunization* means. Another student answers, "My Mom is a nurse. She uses that word. That's the proper word for getting a shot or needle to stop diseases." • Students responsible for writing a letter to invite a guest speaker to the class talk about the content and the style of the letter before writing.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• take responsibility for collaborating with others to achieve group goals	• When building a car, one student makes sets of wheels of different shapes and sizes for the group to test which are the most effective. Another student tests different surfaces to determine the one on which a car will run most smoothly. Another student records their findings to include in the group's final report. • When creating a series of posters to tell a story in sequence, students decide on and assign such tasks as who will print the titles, who will create the pictures and who will write the captions.
• ask for and provide information and assistance, as appropriate, for completing individual and group tasks	• While practising for a readers' theatre presentation, group members help each other with unfamiliar words, intonation and expression. Student 1: If I raise my voice when I say this, do I sound surprised? Student 2: You can also widen your eyes to look surprised. • When brainstorming ideas for a group project, a student asks another student to write the ideas on the board.
Work in groups	
• share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions	• Before starting research on an animal, students brainstorm possible categories; e.g., habitat, life cycles, food, enemies and caring for young, and then complete a KWL chart.

What I Know	What I Want to Learn	What I Learned

• use brainstorming, summarizing and reporting to organize and carry out group projects	• After reading *Digging Up Dinosaurs*, groups of students brainstorm ways to find more information; e.g., field trips, library, web sites, guest speakers, museums. They decide to present the information in the form of a newscast.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Evaluate group process
• assess group process, using established criteria, and determine areas for improvement</td><td>• Students complete a checklist to assess how effectively their group worked together.
<table>
<tr><th></th><th>Yes</th><th>No</th><th>Sometimes</th></tr>
<tr><td>Did we complete our assignment?</td><td></td><td></td><td></td></tr>
<tr><td>Did we take turns without interrupting?</td><td></td><td></td><td></td></tr>
<tr><td>Did we stay on task?</td><td></td><td></td><td></td></tr>
<tr><td>Did we encourage everyone to share their ideas?</td><td></td><td></td><td></td></tr>
</table>
What can we change for next time?
____
______________________________</td></tr>
</table>

Grade 4 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 5

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 5 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 5

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• use appropriate prior knowledge and experiences to make sense of new ideas and information	• Students record ideas about fog, based on personal experience, observations of the weather, and previous reading and viewing, and share their ideas with a partner. They read the poem *Fog*, discuss how their observations of cats help them visualize the movement of the fog, and relate the ideas in the poem to their initial ideas.
• read, write, represent and talk to explore personal understandings of new ideas and information	• After viewing *Beauty and the Beast* or another videocassette in which animals and objects are given human characteristics, students write about how personification added to their enjoyment of the stories.
• use own experiences as a basis for exploring and expressing opinions and understanding	• Students stand outside on a windy day and, through their senses, focus on experiencing the effects of the wind. They write about and illustrate some of their observations. • When participating in a class discussion, students talk about times they made new friends and the importance of having and keeping friends. • Prior to reading the poem *Telephone Talk*, students sit in a circle and use a talking stick to take turns talking about telephone conversations with their friends.
Experiment with language and forms	
• select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics	• For a group research project on the explorer Jacques Cartier: – Student 1 writes a diary entry showing the personal hardships encountered by explorers. – Student 2 adds information on Cartier to the group timeline on explorers. – Student 3 adds Cartier's route to the class map to show his route in relation to those of the other explorers.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Express preferences
• select and explain preferences for particular forms of oral, print and other media texts</td><td>• Students make T-charts to list and discuss the advantages of listening to a play compared to reading a script.
• After reading the poem <i>Plane Song</i>, a student says, "I like the poem because the words and rhymes paint pictures in my mind of all the different kinds of planes."</td></tr>
<tr><td>Set goals
• reflect on areas of personal accomplishment, and set personal goals to improve language learning and use</td><td>• Students use a learning log to summarize weekly learning in language arts, noting accomplishments and areas for improvement.
<table>
<tr><th>Accomplishments</th><th>Areas for Improvement</th></tr>
<tr><td>– I learned how to use colourful words to improve my writing.</td><td>– I want to use more colourful words in my writing.</td></tr>
<tr><td>– I learned what a simile is.</td><td>– Now that I know what similes are, I am going to try to use them in my writing.</td></tr>
</table>
• Students write weekly letters home to describe what they did during the week, what worked well for them and what they would like to work on next week.</td></tr>
</table>

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• seek others' viewpoints to build on personal responses and understanding	• While reading *Fanny for Change*, groups of students discuss what wisdom means to them, using examples from their own experiences and the text.
Combine ideas	
• use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts	• On a web or concept map entitled What Is the Best Way to Learn in School?, students record ideas gathered from surveying other students, thinking back to other grades and teachers and jotting down ideas, reading novels and nonfiction, interviewing parents and grandparents, and going on a field trip to a historical schoolroom site.
Extend understanding	
• search for further ideas and information from others and from oral, print and other media texts to extend understanding	• After listening to a classmate talk about seeing a bear in a campground, two students want to learn more about what to do if they were to encounter a bear. They decide to email Parks Canada, ask a relative who camps frequently, visit a local camping store to ask for information and look in their school or community library. • After reading *From Waterways to Airways*, a student asks family members to share memories about transportation; e.g., the first car they drove, their first airplane journey, a train trip across Canada.

GRADE 5

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information	• As students begin to study the geography of Canada, they brainstorm and jot down categories of information previously learned about the geography of Alberta and discuss how these will be helpful to them; e.g., physical regions, climate, natural resources, occupations, modifying and changing the environment. • A student writes a story about an individual who is new to a school. The student reads the story to the class and afterward tells how personal experiences of moving and living in a new neighbourhood helped to describe the feelings the story character has while walking into the new classroom for the first time.
• use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning	• When searching for information on the climate of different regions of Canada, students use the table of contents, index, chapter headings and subheadings in a textbook such as *Canada, Its Land and People*.
Use comprehension strategies	
• preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts	• When finding information on transportation links between Canada and the United States, students locate and skim sections of texts relating to transportation to determine if the information may be useful; then they read relevant sections more closely.
• comprehend new ideas and information by responding personally, taking notes and discussing ideas with others	• After viewing a videocassette about weather, some students are interested in finding out more about tornadoes. They read and take notes from books, magazines and old newspapers; view information about weather from a web site; and discuss their findings with the class; e.g., why tornadoes occur, what tornadoes are, and if there are more tornadoes in Alberta than there used to be.
• use the meanings of familiar words to predict the meanings of unfamiliar words in context (continued)	• When reading the sentence, "The tornado devastated the town, ripping up trees and tearing down buildings," the student infers, from the description in the sentence, that the meaning of devastated must be similar to destroyed.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>(continued)
Use comprehension strategies</td><td></td></tr>
<tr><td>• monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources</td><td>• Students record individual responses to the situations described in <i>Decisions to Grow On</i>. They then share and discuss these responses in small groups.
• Students complete the last column of a KWL chart on electricity. They discuss what they have learned about electricity and how previous ideas have changed as a result of their study.
Topic: Electricity<table><tr><th>What I Know</th><th>What I Want to Learn</th><th>What I Learned</th></tr><tr><td></td><td></td><td></td></tr></table></td></tr>
<tr><td>Use textual cues</td><td></td></tr>
<tr><td>• use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information</td><td>• When researching the lifestyles of the Iroquois in such textbooks as <i>Early Canada</i> or <i>Beginnings: From First Nations to the Great Migration</i>, students look for maps that show where the Iroquois lived; charts that provide detailed information on aspects of their daily lives; illustrations that show villages, homes and dress; and special features, such as stories, questions, issues and biographies, which are indicated by colours or special fonts.
• A student refers to the map in <i>Above the Treeline</i> when describing the animals that live in the alpine tundra.</td></tr>
<tr><td>• identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information</td><td>• For a class display on tourism links with the United States, students use the headings, maps, illustrations and descriptions in travel brochures about different areas of the United States to identify places to see, things to do, main attractions, climate, transportation and specialty foods.
• A student looks under R.S.V.P. on a birthday party invitation to find the telephone number for a reply.
• A student uses headings to locate specific information on topics in an encyclopedia.
• Students use the numbers and letters in the margins of a map to locate particular streets.</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues* (continued)

Specific Outcomes	Illustrative Examples
Use phonics and structural analysis	
• identify and know the meaning of high frequency prefixes and suffixes by sight to read unfamiliar, multisyllable words in context	• Students use their knowledge of the meaning of prefixes, such as re- (again), pre- (before), un- (not), bi- (two), and suffixes, such as -less (without), to read and understand the meaning of such words as replace, preheat, unpleasant, bicoloured, painless.
• integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context	• When reading the sentence, "Squid was an unpalatable food for the children, and they left it untouched on their plates." a student reads past the unfamiliar word unpalatable, then figures it out by breaking it into syllables and recognizing the prefix, suffix and word parts. The student rereads the sentence to realize from the context that unpalatable means something like not pleasant. • Students identify different strategies to use when they come across a word they do not know; e.g.: – I skip the word and read on to get a sense of what it may mean. Then I reread to figure it out. – I look for word parts that I know in the unfamiliar word. – I look for root words and prefixes and suffixes. – I divide the word into syllables and sound them out. – I look to see if the unfamiliar word is a compound word.
Use references	
• find words in dictionaries and glossaries to confirm the spellings or locate the meanings by using knowledge of phonics and structural analysis, alphabetical order and guide words	• A student uses the initial sound of a word to locate its spelling in a dictionary; e.g., the initial sound of the word camouflage is represented by either the letter "c" or the letter "k." • When writing a story, a student uses knowledge of the prefix pre- to locate the spelling of the word prevention in a dictionary. • When reading about life in New France in *Beginnings: From First Nations to the Great Migration*, a student uses alphabetical order to locate the meaning of such words as economy, elected, habitant and seigneur in the glossary.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various text	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers	• On a guided field trip to a museum or local historic site, students ask questions of the guide to assist in interpreting artifacts and displays. • A student who enjoys country music looks for or reads poems by a cowboy poet, such as Baxter Black. • After reading *Northern Lights*: *The Soccer Trails*, students look for Internet web sites to find more information on the setting of the story, the Inuit and the northern lights.
• express points of view about oral, print and other media texts	• Two students write an editorial in a school or class newsletter about a guest speaker's presentation on smoking. They state that because they learned smoking is very addictive, they think it is best not to try smoking even once. • After reading *Children Who Work*, a student makes a collage of pictures and words found in magazines to express his feelings about child labour.
• make connections between fictional texts and historical events	• When listening to *The Hand of Robin Squires*, students give examples of how the fictional story provides information about the true mystery of buried treasure on Oak Island, Nova Scotia, and also adds personal interest and detail. • A group of students use the painting *Voyageurs at Dawn*, in the text *Early Canada*, as a visual introduction to a presentation on the life of the voyageurs.
• describe and discuss new places, times, characters and events encountered in oral, print and other media texts (continued)	• Students use a graphic organizer, such as a Venn diagram, to compare the setting, characters and events of *Cinderella* with a similar version of the story from another culture; e.g., *The Rough-Face Girl*. • Students listen to an elder presenting a folk tale or myth and respond by creating a diorama of the scene. • During a discussion about weather phenomena, a student describes the setting and plot of a book or videocassette about being lost in a snowstorm.

GRADE 5

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Experience various text	
• write or represent the meaning of texts in different forms	• After reading *The Ideas Peddler*, students create a cartoon strip or storyboard to retell the story. • Students make a web, concept map or sketch to summarize the ideas in the videocassette *More Than Ducks*. In a group discussion, students share what they learned about wetlands, the animals, and the interactions of birds and insects that live there. • Students present a readers' theatre of a poem, such as *Brave New Heights* or *Harriet Tubman*, that communicates the mood, mental images and rhythm of the poem.
Construct meaning from texts	
• compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community	• After reading *The Visitor*, students describe times when they did things to avoid hurting other people's feelings; e.g., staying home to visit with a distant cousin instead of going to a soccer game, sitting next to a new student instead of a friend. • After reading *The Dust Bowl*, students write in their journals, comparing the problems faced by the family in the story with situations in their own lives or community.
• describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts	• Students choose a favourite cartoon character and write a description, supported with examples, of what the character looks like, the character's actions, the character's personality and what the character says. • After reading the poem *Smart Remark ... Hey World, Here I Am*, students create a graphic organizer, such as a map, web, graph or diagram, that depicts Kate's thoughts and what they reveal about her character.
• describe and discuss the influence of setting on the characters and events	• Students discuss the main character in *Stellaluna*. Student 1: Now I can see why the cover shows Stellaluna having problems hanging from a branch. She learns to be like a bird before she finds her bat family again. Student 2: I think to survive, she has to behave like a bird, so she can get fed and feel like part of the family. • Students read *Sami and the Time of the Troubles* and discuss how the troubles in Beirut affected Sami's way of life and activities.
• support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts (continued)	• While reading *Northern Lights: The Soccer Trails*, students describe how Kataujaq feels better about her mother's death, because her grandmother tells her a story about the northern lights and soccer.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Construct meaning from texts**	
• retell or represent stories from the points of view of different characters	• After reading *The True Story of the 3 Little Pigs*, groups of students choose a favourite fairy tale and rewrite it from a different character's point of view for a readers' theatre presentation; e.g., *Cinderella* told by the stepmother.
Appreciate the artistry of texts	
• explain how simile and hyperbole are used to create mood and mental images	• Students list examples of similes and hyperbole from their reading. After choosing one that appeals to them, they illustrate the image brought to mind; e.g.: – The kitten was as light as a feather. – He ran around like a clockwork mouse. – She was so hungry she could eat a horse. • After listening to the beginning of *The Hobbit or, There and Back Again*, students describe how the similes "like a porthole" and "like a tunnel" help them visualize what a hobbit hole might look like. • When peer editing a story about a summer vacation, a student says she wrote "Her face was as red as a tomato." to show how sunburned her sister was after a day at the lake.
• alter sentences and word choices to enhance meaning and to create mood and special effects	• When reading, students make personal lists of words that can be used to replace overused words, such as said and went when they are writing; e.g., the word said can be replaced by the words hollered, whispered, demanded, muttered, screamed, cried, moaned. • When revising stories, students rewrite sentences to provide emphasis, clearer images or detail; e.g.: – "The little dog barked." is rewritten as, "The yappy, little, black poodle barked at everyone." – "The wind blew hard." is rewritten as, "The wind blew so hard that the trees bent and swayed."

GRADE 5

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• identify and discuss similarities and differences among a variety of forms of oral, print and other media texts	• Students compare calendars on the same theme; e.g., animals, and describe such things as choice of animals, realism, appeal and variety. • Students compare illustrations in a print text or videocassette with pictures created in their own minds while listening to an audiotape of a story about King Arthur and the Knights of the Round Table.
• identify the main characteristics of familiar media and media texts	• Students read or view several examples of fables and describe the characteristics of a fable; a fable is a brief tale that tells a message or teaches a lesson, usually includes animal characters with human traits, and has a simple plot.
Understand techniques and elements	
• identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved	• After reading *Mostly Michael*, students discuss how upset Michael was to receive a diary as a gift but also discuss how it helped him express his feelings and learn more about himself. • Before reading the ending of a novel, students compose their own resolution of the novel's main problem and then read on to compare the book's resolution with their own. • After reading *The Shrinking of Treehorn*, students use a story map to describe what happens to Treehorn as he gets smaller and to describe how other people react to him.
• identify and discuss the main character's point of view and motivation	• Students discuss how and why Helen, in *The Trouble with Tuck*, tries so hard to help her dog, which is losing its eyesight. • After reading *Sweet Clara and the Freedom Quilt*, students discuss the reasons why Clara decided to make the quilt and how it helped the other slaves.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued) **Understand techniques and elements**	
• identify examples of apt word choice and imagery that create particular effects	• When listening to a student read a draft of a poem about a winter camp, other students make comments. Student 1: When you said the snow was crunchy under their boots, I could hear the sound it made. Student 2: Saying the smoke from the campfire "curled and flicked like a kitten's tail" makes the smoke come alive. • Using a picture book, such as *Effie*, students choose and identify examples of apt word choice and imagery; e.g., suspense is created in the following ways, when the elephant arrives: – by the text—"Effie felt the ground shake; she saw a spreading shadow over the ground" – by the illustration—a dark shadow – by delay—the elephant is not introduced until the next double-page spread.
• identify sections or elements in print or other media texts, such as shots in films or sections in magazines	• Students talk about techniques used in television commercials; e.g., sound effects, music, volume, expression, humour, speed, costume, props, word choice. • In the school or class newsletter, students turn to Calendar to find information on upcoming events; Student Choices to find recommended books, videocassettes or CDs; and Sports to find results for school teams.
Experiment with language	
• experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning	• When writing poems about the weather, students use personification, similes and alliteration to create images and impressions; e.g.: – The fog crept in on moccasin feet. – The silver fog slithered across the silent bay. • A student writes a journal entry about how comparing the ocean to a cat in the poem *Think of the Ocean*, made her think of the ocean in a different way.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts	• Students use the questions in *An Interview with Bing-Go the Clown* as ideas for developing questions to ask some entertainers who are performing at the school. • After enjoying a group poetry presentation that included music, another group of students decides to add music to their own presentation. • Students read the story *Finn McCool* to the point where the visitor comes to the door and Finn McCool is hiding in a baby basket; then, they write their own endings to the story. Afterward, students finish reading the story to compare their endings with the ending of the story.
Elaborate on the expression of ideas	
• experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	• Using a computer software program, students create greeting cards, thank-you letters and invitations to guest speakers. • Based on their own design and construction of a burglar alarm, students draft directions for building an alarm that uses a buzzer. They add clarity to their directions by asking a partner questions, such as: – Is there too much information/not enough? – Is the information clear, and are the steps in the right order? – Have we listed all the materials?
Structure texts	
• use structures encountered in texts to organize and present ideas in own oral, print and other media texts	• Using articles in the local newspaper as models, students report on incidents or events that have occurred in their classroom or school community. • When writing a group report on Canada's link with the United States, students make a cover that relates to the content of the report; prepare an introduction and conclusion; and have chapters, with headings, subheadings and illustrations, on particular topics within the report. • Students start a videocassette of a class field trip with music, a blank screen and then a title screen. • Students create a story map or diagram to retell, orally, the story of *The Giving Tree*.
• use own experience as a starting point and source of information for fictional oral, print and other media texts	• Students look through the writing in their journals or portfolios that focuses on events in their own lives. They expand one of those entries into a short story, play or diorama.

GRADE 5

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Focus attention</td><td></td></tr>
<tr><td>• summarize important ideas in oral, print and other media texts and express opinions about them</td><td>• A group of students creates a storyboard or story map of <i>Shin's Tricycle</i> and uses it to present opinions and feelings about the story.
• Students express their opinions about a current news issue, supporting their opinions with ideas and information from reading, viewing and discussion.</td></tr>
<tr><td>• combine personal knowledge of topics with understanding of audience needs to focus topics for investigation</td><td>• Students set up a classroom aquarium and maintain an observation log suitable for visiting primary classes to read and understand.</td></tr>
<tr><td>Determine information needs</td><td></td></tr>
<tr><td>• identify categories of information related to particular topics, and ask questions related to each category</td><td>• Students create a chart to find and organize information on the physical regions of Canada.
<table>
<tr><th>Where is the region located?</th><th>What are the physical features?</th><th>What is the climate?</th><th>What are the natural resources/ industries?</th><th>Where is the population of the region located?</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>
• A student chooses the categories of food, exercise and shelter to make a chart on caring for a dog. After beginning the research, the student realizes the need to find answers to the following questions before continuing.
– What size is the dog?
– How active is the dog?
– Does the dog live inside or outside?</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
Plan to gather information	
• develop and follow own plan for gathering and recording ideas and information	• Students develop questions about their topic of study, using such strategies as a KWL chart, or a 5 Ws and H chart—Who, What, When, Why, Where and How. They list possible resources and locations to find answers to specific questions; e.g., encyclopedias, textbooks, magazines, videocassettes, experts, friends and family, the Internet. Topic of study: Weather—El Niño Questions: – What is El Niño? – Where is it located? – Why does it occur? – When does it occur? – Who first discovered El Niño? – How does El Niño affect us? Sources of information: – magazines – encyclopedias – videocassettes – web sites. • A student researching the habitats of bats decides to start with books about bats from the school library. The table of contents in one book indicates North American bats. The student wants to know if bats are found in other places in the world. Another book is consulted but the student does not find any further information about habitat. The student then decides to go to the Internet and search for sites on bats that include their habitat.

GRADE 5

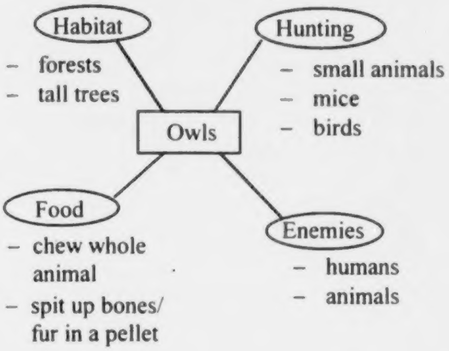
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• locate information to answer research questions using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions	• When researching Canada's links with the United States, students list possible sources to locate information and choose several of them. textbooks✓ CDROM Internet✓ guest speakers interviews magazines videocassettes ✓
Access information	
• use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information	• When studying life cycles of wetland plants and animals; e.g., frogs, water lilies, students find relevant information by scanning chapter headings and indices in science reference books and by using encyclopedia guide words. • While reading *Mogul and Me*, students locate New Brunswick and Maine in an atlas and use the heading New Brunswick to find information about the province in a CDROM encyclopedia.
• skim, scan and listen for key words and phrases	• When listening to an oral presentation, students jot down ideas for follow-up questions. • Students highlight key words and main ideas in their own notes for study and quick review.
Evaluate sources	
• determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria	• After gathering information about thunder and lightning from *How the Weather Works*, a student decides if the information in his jot notes answers his original questions: What causes lightning? When does lightning occur? How does lightning travel? What causes thunder? How do you determine where the storm is?

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
• use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding	• When reporting on an experiment to find the fastest way to dissolve a candy in water, students record the materials used, their predictions, the effects of different strategies; e.g., crushing, stirring, varying the heat of water, and a summary of their findings. • Students organize information on a class timeline to show the exploration and settlement of early Canada.
• organize ideas and information to emphasize key points for the audience	• Students use a visual organizer, such as a web, chart, diagram or illustration, to present information on owls; e.g.:  Owls Habitat – forests – tall trees Hunting – small animals – mice – birds Food – chew whole animal – spit up bones/ fur in a pellet Enemies – humans – animals
• add, delete or combine ideas to communicate more effectively	• During a peer or teacher conference on a draft copy of a report, students ask and answer questions, such as: – Do I have enough information to emphasize key ideas? – Are my ideas supported by details? – Are all my ideas relevant to the topic? – Are any of my ideas so similar that they could be combined? – Are my ideas arranged in an order that makes sense? – Is there unnecessary or unrelated information that can be deleted? – Do I need more maps or visuals?

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
Record information	
• record information in own words; cite titles and authors alphabetically, and provide publication dates of sources	• When reading for information, students jot down key words, important points and interesting ideas in notes, lists, webs and charts. • Students cite sources used in a project or report, using a format such as: Title: ____________________ Author: ____________________ Publication Date: ____________________
• combine ideas and information from several sources	• After reading the poem *The Web of Life* and the article *Earth Cycles*, viewing the video *More Than Ducks*, and visiting a wetland site, students choose to write about or illustrate one aspect of the relationship among birds, animals and the environment, and the importance of wetlands. • Students make rough notes on tornadoes from a film and then add information from other sources, such as the Internet, books or visuals.
• record ideas and information in relevant categories, according to research plan	• When researching producers, consumers and decomposers in a wetland ecosystem, students identify which living things belong to each category and record the information in a chart or web. • Students listen to the story *Zebo and the Dirty Planet* and choose an endangered animal, such as the grizzly bear, to research. Students organize their information in categories, such as:

What is the grizzly bear's habitat?	Are there any projects in place to save grizzly bears?	How have grizzly bears become endangered?	What does the future hold for grizzly bears?

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
Evaluate information	
• connect gathered information to prior knowledge to reach new conclusions	• After connecting batteries to a light source to make it shine, students experiment to see if adding more batteries makes the light shine more brightly. They conclude that after a certain number of batteries there is no difference to the brightness of the light. • After reading a variety of poems, students discuss in pairs how their ideas about poetry have changed; e.g., poems can tell stories, poems do not have to rhyme, poems can be short or long, poems are not always happy, poems do not have to be about nature. Students take turns sharing their ideas with the class. • Students read some modern fairy tales by such authors as Jane Yolen and Oscar Wilde, and discuss how they fit into or change their understanding of fairy tales.

GRADE 5

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues	• Students present information about the physical regions of Canada in a variety of ways, such as: – posters advertising the regions – travel brochures, highlighting places to visit and/or cultural events – charts to describe features of the regions.
• select visuals, print and/or other media to inform and engage the audience	• When preparing a group presentation about Canada's links with the United States, students decide which pictures, maps and charts would best illustrate their written report. They decide to bring in some objects made in the United States to make their presentation more interesting.
Review research process	
• assess personal research skills using pre-established criteria	• Students use a class-developed set of criteria to evaluate their own research skills; e.g.: Response Yes / No 1. I used more than one source. 2. I answered all my research questions. 3. I answered my research questions in my own words. 4. I wrote down the author and title of my sources for my bibliography. Next time I research a topic, I will: ____________________ ____________________ ____________________

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Appraise own and others' work
• develop criteria for evaluating the effectiveness of oral, print and other media texts</td><td>• Students brainstorm criteria for evaluating children's magazines.
<table>
<tr><th>Categories</th><th colspan="5">Rating Scale</th><th></th></tr>
<tr><th></th><th>Poor
1</th><th>2</th><th>3</th><th>4</th><th>Excellent
5</th><th>Comments</th></tr>
<tr><td>– a cover that captures attention</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
<tr><td>– a table of contents listing titles and page numbers</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
<tr><td>– a variety of interesting articles and features</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
<tr><td>– clear and colourful illustrations</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
<tr><td>– interesting and well-explained activities</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
<tr><td>– suitable level of interest</td><td></td><td></td><td></td><td></td><td></td><td>__________</td></tr>
</table></td></tr>
<tr><td>• use developed criteria to provide feedback to others and to revise own work</td><td>• Students use an established checklist to revise an advertisement for a school play.
<table>
<tr><th>Content</th><th>Yes</th><th>No</th></tr>
<tr><td>Is my advertisement directed to my chosen audience?</td><td>☐</td><td>☐</td></tr>
<tr><td>Are my illustrations and print appropriate for the topic and the audience?</td><td>☐</td><td>☐</td></tr>
<tr><td>Have I included all important information?</td><td>☐</td><td>☐</td></tr>
<tr><td>Organization</td><td></td><td></td></tr>
<tr><td>Is my information arranged to create an impact?</td><td>☐</td><td>☐</td></tr>
<tr><td>Vocabulary</td><td></td><td></td></tr>
<tr><td>Are my words appropriate for the topic and audience?</td><td>☐</td><td>☐</td></tr>
<tr><td>Spelling</td><td></td><td></td></tr>
<tr><td>Did I spell correctly?</td><td>☐</td><td>☐</td></tr>
</table></td></tr>
</table>

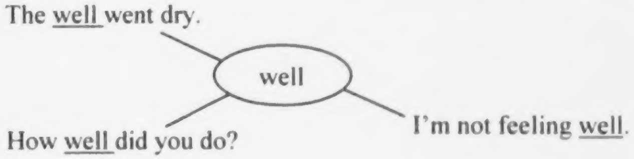
General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Revise and edit</td><td></td></tr>
<tr><td>• revise to add and organize details that support and clarify intended meaning</td><td>• In a piece of writing, a student changes the sentence, “Mom was angry.” to “Mom stormed into the room, grabbed the telephone off the desk and dialed the number.” to add emphasis, action and effect.
• Through student conferencing; e.g., author’s chair, the student–author asks questions, such as:
– Was there any part that was confusing?
– Was there any place where you wanted to hear more?
– Were my introduction and conclusion clear?
– Can you suggest other ideas to include?</td></tr>
<tr><td>• edit for appropriate use of statements, questions and exclamations</td><td>• Students examine an advertisement for sporting equipment that they have written. They determine the effectiveness of their advertisement by asking such questions as:
– Would a question be more effective than a statement?
– How would an exclamation add excitement?
– What phrases would entice a buyer?
• When revising a piece of writing, a student decides from the tone of the sentence if an exclamation mark is necessary or if a period is more appropriate.
• A student decides to add an exclamatory sentence to the beginning of a story to get the reader’s attention and interest.</td></tr>
<tr><td>Enhance legibility</td><td></td></tr>
<tr><td>• write legibly, using a style that is consistent in alignment, shape and slant</td><td>• Students visualize letters and use models posted in the classroom to assist in writing legibly. They review and correct written work, if necessary, using a guiding question, such as: “Is my handwriting neatly done and easy to read?”</td></tr>
<tr><td>• apply word processing skills and use publishing programs to organize information</td><td>• A student uses a spreadsheet to record books read during the year; e.g.:
<table>
<tr><th><u>Title</u></th><th><u>Author</u></th><th><u>Main Characters</u></th><th><u>Theme</u></th><th><u>Comments</u></th></tr>
<tr><td><i>The Sky is Falling</i></td><td>Kit Pearson</td><td>Nora, Gain, Aunt Florence</td><td>War is cruel because it breaks up families.</td><td>Great book.
World War II was hard on children.
I couldn’t leave my parents.</td></tr>
</table>
</td></tr>
</table>

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Expand knowledge of language	
- extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	- Students create personal or class lists of alternative words encountered in their reading that could replace frequently used words. - Students use a thesaurus to develop classroom charts of words to replace overused words.
- distinguish different meanings for the same word, depending on the context in which it is used	- Students use a word map to record words that have more than one meaning, as they are encountered in texts; e.g., the different meanings of the word well.  The well went dry. well How well did you do? I'm not feeling well.
Enhance artistry	
- experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis	- Students make a poster to advertise a class bake sale. They brainstorm words and phrases and design features that will provide information and encourage the reader to attend.

GRADE 5

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• use words and phrases to modify and clarify ideas in own writing	• A student writes a description of a place that has been visited. A partner asks questions to show where detail needs to be added to the writing; e.g.: – Where was the lake? – How did you get there?
• use connecting words to link ideas in sentences and paragraphs	• Students brainstorm connecting words, such as *then, after, next, suddenly, because* and *following*, and create a class chart for reference when writing. • A student uses such words as *first, next, then* and *last* when telling the class how to make a special sandwich.
• identify irregular verbs, and use in own writing	• Students check their own writing against a chart or handbook to ensure they have the correct spelling of irregular verbs, such as *lie, eat, ride, ring* and *speak*.
• identify past, present and future verb tenses, and use in sentences	• A student, writing about his hockey team, makes sure he has used the past, present and future verb tenses appropriately; e.g.: – Yesterday Bram played goalie. – Bram plays on my hockey team. – Tomorrow Bram will play defence.
Attend to spelling	
• use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing	• Students know and choose from different letter combinations that represent a sound; e.g., /f/ represented by "gh," "ph," "ff," "f." • Students use mnemonic devices, such as: – Attendance—There was good attendance at the dance. – Accommodate—There is always room for two. • Students use personal ways of remembering problem words, such as underlining trouble spots in a word and checking for correct spelling; e.g., Teusday becomes Tuesday, and saying the word as spelled, not heard, to emphasize the written spelling; e.g., Wednesday, business.
(continued)	

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Attend to spelling	
• study and use the correct spelling of commonly misspelled words in own writing	• For reference, students keep a personal or class list of commonly misspelled words; e.g., disappear, aren't, Tuesday. • Students check words they think they have misspelled by using personal dictionaries, class posters or charts, dictionaries, spell checkers, and other texts and by asking classmates who are good spellers.
• know and consistently apply spelling conventions when editing and proofreading own writing	• Students use a Canadian dictionary, a Canadian writers' reference or a Canadian spell checker to find the correct spelling of such words as *colour*. • Students add words they commonly misspell to the spell checker on a word processing program so that incorrect spellings of these words will be corrected automatically.
Attend to capitalization and punctuation	
• use capital letters, appropriately, in titles, headings and subheadings in own writing	• When writing a report about the reasons why people use alcohol, a student refers to a writers' handbook or a chart created by the teacher and class to make sure that the title, headings and subheadings are appropriately capitalized.
• use quotation marks and separate paragraphs to indicate passages of dialogue in own writing	• Students refer to a writers' handbook or novels they have read to find models for the correct use of quotation marks in dialogue. • Students view an overhead transparency of a passage from a familiar novel. The passage has conversation between two characters that has been rewritten without any paragraphing. Students discuss how hard it is to identify the speakers, and after teacher modelling, they paragraph the rest of the passage to indicate the conversation between the two speakers.
• recognize various uses of apostrophes, and use them appropriately in own writing	• Students find examples in their reading of apostrophes used to indicate contractions and singular and plural possessive cases, and they use apostrophes in their own writing; e.g., friend's lunch, he isn't ready.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• organize ideas and information in presentations to maintain a clear focus and engage the audience	• Students use an overhead projector to display a graphic organizer that presents information about dolphins—their habitat, habits, breeding and method of communication. • At a Science Fair display, students group information on their model car project under headings: Design and Construction, Performance in Races, Successes and Failures, Plans for Improvement. They use these headings as prompts for discussing their project with others.
Enhance presentation	
• use effective openings and closings that attract and sustain reader or audience interest	• Students choose to open a presentation with a poem, joke, cartoon or provocative comment to attract, immediately, the attention of the audience. • Students use props, such as puppets, flannel boards, story aprons, costumes and music, to keep the listeners' attention and to maintain interest during book talks. • A student enters the classroom dressed up as the main character of *The Grade Five Lie* to give a book talk to the class.
Use effective oral and visual communication	
• adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention	• After a trial run of a readers' theatre presentation, students decide they need to use different voices to help the audience distinguish among the different characters. • Students work together to rearrange the set of their play so that all the characters are not grouped on one side of the stage. They experiment with and assess different arrangements of props and furniture.
Demonstrate attentive listening and viewing	
• identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter (continued)	• Students find examples of cartoons and comic strips and discuss how the meaning is conveyed by the limited text together with the illustrations. • After listening to a guest speaker on smoking, a student says, "The purpose of the talk was to keep us from smoking, and there was lots of information about that, but I didn't like the way the speaker seemed to dislike smokers. My Dad smokes and he tells me it's hard to quit!"

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
(continued) **Demonstrate attentive listening and viewing** • show respect for the presenter's opinions by listening politely and providing thoughtful feedback	• After listening to an oral presentation of a poem, a student says, "The way you varied your tone of voice helped to show the change in mood." • After listening to a student talk about keeping animals in zoos, another student says, "I can understand that you think animals should not be kept in zoos, but without zoos I never would have seen an elephant and realized how important it is to protect them."

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts	• After receiving an email message from an extended family member or a pen pal in another part of the world, a student writes about what it might be like if that person came to live with his family. • After reading *How I Got My Dogsled*, students talk about why the dogs and the sled were so important to the narrator of the story.
• compare own and others' responses to ideas and experiences related to oral, print and other media texts	• After viewing a movie about climbing Mount Everest, students share times when they have experienced challenges. They discuss whether or not they would climb Mount Everest if there were an opportunity to do so. • After reading *Little by Little: A Writer's Education*, students share and compare their responses to the experiences of the author.
Relate texts to culture	
• identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities	• After reading *Akla Gives Chase*, students discuss how the brother, Pitohok, and the sister, Upik, help each other accomplish their dangerous mission of obtaining food for their starving family. • Students discuss how Anna displays courage in *From Anna*, and they compare this to their own ideas about what courage is.
Celebrate accomplishments and events	
• select and use language appropriate in tone and form to recognize and honour people and events	• Students role play an interview with an explorer or settler, using appropriate tone and voice to match the character and situation. • Students compose a thank-you letter after a visit from the senior high school or community band.
Use language to show respect	
• determine and use language appropriate to the context of specific situations	• Students write an invitation to the Grade 1 class, asking them to come and listen to stories written specifically for them. • Students work together to compose an email message to a wildlife expert or a veterinarian to ask for information about wolves.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• accept and take responsibility for fulfilling own role as a group member	• One student takes on responsibility for recording the group's ideas during discussion of a story. Another student volunteers to do the pictures for the storyboard. The rest of the group sorts out roles for the presentation of the story.
• discuss and decide whether to work individually or collaboratively to achieve specific goals	• The class discusses the advantages and disadvantages of working together to complete a project. Student 1: I like working in a group because I get good ideas from others and we can share the work according to our individual strengths and interests. Student 2: I like to work by myself because I can find the answers to questions that only I am curious about. Student 3: Working in pairs allows me to discuss my ideas with someone else.
Work in groups	
• formulate questions to guide research or investigations, with attention to specific audiences and purposes	• When preparing a presentation for younger learners, students anticipate and jot down questions that might be asked about the northern lights; e.g.: – What do they look like? – Why do the lights dance? – What makes them different colours? – Do they come every night? – Do they make a noise?
• contribute ideas to help solve problems, and listen and respond constructively	• When doing a group project on wetlands, students realize that they do not have enough information to support their point that frogs are disappearing. They discuss ways to find more information. • A group of students is deciding how to collect information on the heights of students in their class. Student 1: We could use a class list and write everyone's height down beside their names. Student 2: Should we measure everyone or just ask them for their height? Student 3: I think we should measure everyone in centimetres so we can compare. Some people don't know their height, or only know it in feet and inches.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process	
• show appreciation for the contributions of others, and offer constructive feedback to group members	• While preparing for a group presentation, students make comments, such as: – It was a good idea to make a chart. It shows our information clearly. – I think the picture goes better on another page of your story. – An overhead transparency would help start the presentation. – I'm glad you brought some photographs from home.

Grade 5 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 6

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 6 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 6

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests	• After reading *No Coins, Please*, students choose other novels of Gordon Korman to read. • After doing a report on outer space, a student develops an interest in black holes and goes to the library or uses the Internet to find out more about them.
• read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts	• As an introduction to a unit entitled Sky Science, students make a web of what they know about stars, moons and planets. Over the next week, they watch a videocassette on the solar system, read a science magazine on astronomy, look in an electronic encyclopedia for asteroids and constellations, and search a space agency web page. The students revise and expand their web to add or change information, and they discuss these changes with other students. • To decide on a specific topic for a report on life in China today, a student searches the Internet and an electronic encyclopedia. The student says, "I'll research education in China, because I know a bit about it from our text and there's lots of information on these sites."
• engage in exploratory communication to share personal responses and develop own interpretations	• Students look at a picture of a crime scene and, in their science response journals, write what they think has happened. They share their responses with a partner. • After reading *The Trouble with Tuck*, students share what they think of Helen's efforts to keep her dog, discuss similar experiences with family pets and suggest what they might do in like circumstances. • After students read *Josepha: A Prairie Boy's Story*, they share ideas about the story and illustrations through a class or school chat line and invite other students' responses.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Experiment with language and forms	
• experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences	• After reading a book of their own choice, students choose an effective way to share the book. – Student 1 makes a soap sculpture of the main character. – Student 2 creates a mobile, illustrating five major events. – Student 3 writes a letter to a friend, describing opinions and feelings about the book and whether or not the friend should read the book. – Student 4 makes a poster, advertising the book as if it is a movie.
Express preferences	
• assess a variety of oral, print and other media texts, and discuss preferences for particular forms	• In groups of four, students meet biweekly for a book talk. They share their opinions about what they have been reading at school or home; e.g., picture books, magazines, novels, information books. • Students read the book and view the movie of *The Black Stallion*. They make a Venn diagram to show the similarities and differences between the book and movie. They discuss which version they prefer, and explain why they think the director of the movie made changes to the book.
Set goals	
• assess personal language use, and revise personal goals to enhance language learning and use	• Students ask questions about mystery stories they have written to set new writing goals; e.g.: – Does my mystery story have suspense, believable clues and a twist to the ending? – Is my story written in a logical order? – Did I organize my paragraphs and dialogue effectively? • Students use the notes in their reading logs to help them choose new books to read.

GRADE 6

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas • select from others' ideas and observations to expand personal understanding	• After viewing a videocassette about automobile safety, a student says, "I knew seat belts were important, but the crash with the dummies showed me how seat belts really can save lives." • When peer editing a story, a student says, "How did Bob (the main character in the story) get to the lake, because on the previous page of your story he was talking on the telephone at home?" The writer realizes that this has not been made clear and adds enough information to explain how Bob got to the lake.
Combine ideas • use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding	• Students make a story frame to represent the key elements of a story they are reading. They use the story frame as a prompt for a class discussion of the story. Example Story Frame for *Yeh-Shen: A Cinderella Story from China.* **Setting** China, long ago **Main Characters** Yeh-Shen, fish, stepmother, prince **Problem** Yeh-Shen has to keep house for her wicked stepmother. **Important Events** 1. Yeh-Shen's mother dies. 2. Stepmother mistreats Yeh-Shen; Yeh-Shen meets protective fish. 3. Stepmother forces Yeh-Shen to cook fish; Yeh-Shen buries their bones. 4. Bones of fish help transform Yeh-Shen into a princess for the prince's ball. 5. Prince finds Yeh-Shen's golden slippers, finds Yeh-Shen, marries her. **Solution/Ending** Yeh-Shen marries the prince. • In a group, students create a mural for a poem selected from the anthology *Near the Window Tree*, to show the major events, characters and setting. • Before starting on a group project to record and display the intramural volleyball scores, a student jots down ideas and observations on the ways that mathematics is used in sports.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
Extend understanding • evaluate the usefulness of new ideas, techniques and texts in terms of present understanding	• In solving the Problem of the Week, one student uses base-10 blocks and another student uses a calculator. Both students explain how they solved the problem. Another class member says, "I really like the base-10 blocks for solving problems, because I can see what is happening. Next time I'm going to try that." • After viewing a news clip or reading a newspaper or magazine article about a current issue in China, a student compares the new information to what has been learned in class.

GRADE 6

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Use prior knowledge</td><td></td></tr>
<tr><td>• combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information</td><td>• Students talk about examples of human frailties, such as vanity, greed and jealousy, and after reading several Greek myths, write about how the myths portray these frailties.
• Before reading <i>On the Shuttle: Eight Days in Space</i>, students complete the first two columns of a KWL chart on the topic of space travel. After reading, students complete the third column to show the new ideas and information that they have learned.
Topic: Space Travel
<table>
<tr><th>What I Know</th><th>What I Want to Learn</th><th>What I Learned</th></tr>
<tr><td></td><td></td><td></td></tr>
</table></td></tr>
<tr><td>• apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning</td><td>• Students read a chart to find information about the different responsibilities of the federal, provincial and municipal levels of government.
• Before reading <i>Dragon in the Clouds</i>, students look at a map of British Columbia and Alberta and discuss the differences in the physical features of the provinces.
• A student uses the icons in <i>Get Set for the Net</i> to find more information about modems and bridges.</td></tr>
<tr><td>Use comprehension strategies</td><td></td></tr>
<tr><td>• identify, and explain in own words, the interrelationship of the main ideas and supporting details

(continued)</td><td>• During a research project about the planet Mars, a group of students decides that Mars could be a place for humans to live. To support their ideas, the students use information from the article <i>Mars Isn't a Bad Place ... Why Don't We Renovate It?</i>
• A student states that the Ancient Greeks had strong beliefs. To support this statement, the student adds information about myths, legends, the gods and goddesses, and oracles.</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Use comprehension strategies	
• preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading	• To find information in a textbook about Chinese inventions that have been shared with other countries, students skim the headings, decide which sections are relevant and then read for information.
• use definitions provided in context to identify the meanings of unfamiliar words	• After reading the sentences, "The aspen parkland contains deciduous trees. In the winter, their stark skeletons stand in contrast to the rich green of the evergreen trees." a student is able to explain what deciduous means.
• monitor understanding by evaluating new ideas and information in relation to known ideas and information	• After designing and building gliders, students write in their science journals about what worked and what did not work in their designs and about the ways they improved the designs of their gliders to make them fly better.
Use textual cues	
• use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information	• When reading a class novel, students use a dictionary to look up the meanings of unfamiliar words. • Students use a class graph, showing how many students in each grade wear bicycle helmets, to answer questions, such as: – In which grades do most students wear helmets? – Does helmet use increase or decrease as students get older?
• identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information	• Students use the headlines and sidebar summaries of newspaper and magazine articles to decide if the articles are of interest or relevance. • Students access a web page on the Internet and explain how its layout and design help them to understand its content and to find more information.
Use phonics and structural analysis	
• use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context	• Students use their knowledge of the meanings of prefixes, such as dis- (not or opposite), in- (not), im- (not), and suffixes, such as -ment (state of), -ous (full of), -ness (being), to predict the meanings of words found in their reading, such as *dishonest, incomplete, impossible, disagreement, humorous, happiness.*
(continued)	

GRADE 6

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 *Use Strategies and Cues* (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use phonics and structural analysis**	
• integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity	• Students brainstorm strategies to read and understand the meaning of the word *incomprehensible* in the sentence, "The book was too hard, because so many words were incomprehensible to the students." Student 1: I look at the parts of the word to see if they give me clues to the meaning. Student 2: I skip the word and read on to get a sense of what it may mean from the whole sentence, and then I reread the sentence. Student 3: I break the word into syllables and sound it out. Student 4: Sometimes new words look like other words I already know.
Use references	
• choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts	• If unsure about the right choice of word, a student uses a dictionary to check the meanings of the words suggested by a spell checker in a word processing program. • When writing a response journal entry about *The Root Cellar*, a student wonders how to spell the main character's name and checks in the first chapter of the novel. • When students encounter unfamiliar words in a subject area text, they use the glossary or a dictionary to confirm meanings.

GRADE 6

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various text	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances	• After reading a variety of Greek myths, groups of students dramatize individual myths to present to the class or to other grades. • Students explore the idea of space travel through factual accounts, biographies, textbooks, science fiction novels, videocassettes. • Students listen to an oral reading of the poem *Sphinx*, and they create a sketch of the image communicated by the poem's words.
• explain own point of view about oral, print and other media texts	• After listening to an oral presentation about a current event of local interest, a student states an opinion and supports it with ideas or evidence, such as an article or letter to the editor from the local paper. • Students create a pamphlet or brochure to recommend a particular book or author. They give specific reasons for their recommendation with supporting examples from the book.
• make connections between own life and characters and ideas in oral, print and other media texts	• Students choose to read a book with a main character who has similar interests, hobbies and experiences to their own. In a response journal, they compare the character's experiences to their own. • After reading *Where the Red Fern Grows*, a student does a presentation on how his family trained their dog. • Students discuss if they would have the courage to meet a challenge such as the cross-Canada run by Terry Fox. • After listening to a novel, such as *Hatchet* or *Gold-Fever Trail: A Klondike Adventure*, students write about whether or not they would like to live as one of the characters or in the setting of the novel.
• discuss common topics or themes in a variety of oral, print and other media texts	• In response journals, students write about examples of overcoming difficulties encountered in novels, stories, films, television shows, poetry and in their own lives. • After reading the poems *When I Grow Up* and *Yesterday*, a group of students discusses what these poems say about growing up and then creates a group poem on the topic.
• discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose	• After reading *Where Do We Go from Here?*, students discuss how the illustrator assists understanding by providing essential information in a graphic form and using colour, realistic pictures, captions, arrows and numbering. • In a book report, a student writes, "I think Gordon Korman writes books because he wants to make us laugh, and I think this because …"

GRADE 6

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Construct meaning from texts</td><td></td></tr>
<tr><td>• observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community</td><td>• A student chooses to write a character profile of Nikki from <i>Dragon in the Clouds</i>. The student describes how and why Nikki's attitude toward her cousin changes and how Nikki is like someone she knows.
• After reading <i>The Man Who Planted Trees</i>, or viewing the videocassette, students discuss perseverance and living out a dream. In groups, they make charts comparing the man from the story to other people, such as Mother Teresa, Rick Hansen and Wayne Gretzky.</td></tr>
<tr><td>• summarize oral, print or other media texts, indicating the connections among events, characters and settings</td><td>• While reading <i>Finders Keepers</i>, students discuss how meeting Joshua and finding the arrowhead leads Danny into some adventures that help him learn new things and develop confidence in himself.
• Students use webs, story maps, drawings, models, jot notes and diagrams to summarize videocassette stories.</td></tr>
<tr><td>• identify or infer reasons for a character's actions or feelings</td><td>• Students describe why Helen, in <i>The Trouble with Tuck</i>, does not disclose to the counsellor at the school for companion dogs that the family member requiring assistance is a dog, not a person.</td></tr>
<tr><td>• make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts</td><td>• After listening to a news story about a pedestrian being injured when running across the street, a student states that he is going to be more careful about only crossing the street at marked crosswalks.</td></tr>
<tr><td>• comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text</td><td>• Working with a partner, students use a chart to describe the characteristics and actions of a character in a novel. They also record why they think the characteristics and actions are believable or not.
Character Name: Mr. I. M. Greedy Guts
Novel: <i>Jacob Two-Two's First Spy Case</i>
<table>
<tr><th></th><th>Believable Why?</th><th>Not Believable Why?</th></tr>
<tr><td>Characteristics</td><td></td><td></td></tr>
<tr><td>Actions</td><td></td><td></td></tr>
</table></td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Appreciate the artistry of texts	
• explain how metaphor, personification and synecdoche are used to create mood and mental images	• Students create a single-frame cartoon that literally expresses an example of synecdoche, such as "All hands on deck!" or "a foot in the door." • After reading and discussing examples of metaphors, students make posters with captions in which the seasons are personified; e.g.: – Jack Frost wrapped his gnarled fingers around the tree. – Spring came skipping, scattering her flowers over the dark, brown earth.
• experiment with sentence patterns, imagery and exaggeration to create mood and mental images	• Students experiment with different kinds of poetry to choose a form most suited to the ideas and mood they want to convey; e.g., haiku, limericks, cinquains, jingles, free verse. • Using a computer draw program, students illustrate and play with text features to represent words visually; e.g.: **FAT** thin • Students write their own shape poems and combine text and visuals to create mood.
• discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts	• After reading the picture book *Ghost Train*, students describe how the paintings create a sense of mystery and adventure and depict emotions, such as loss, anxiety and love. • Students choose a character or the setting, action or mood of a story, novel or illustration and identify how the author or artist uses details to develop that aspect of the text.

GRADE 6

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

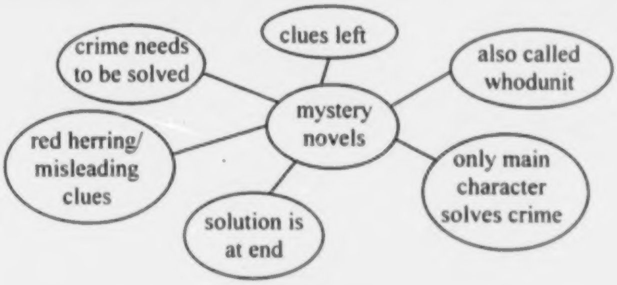
2.3 Understand Forms, Elements and Techniques

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Understand forms and genres</td><td></td></tr>
<tr><td>

- identify key characteristics of a variety of forms or genres of oral, print and other media texts

</td><td>

- After reading several limericks, students identify features that distinguish limericks from other poems: five lines, set rhythm, set rhyming pattern—aabba, humour, varying line lengths.
- After reading mystery novels, students create a class web that describes the characteristics of this genre.



</td></tr>
<tr><td>

- discuss the differences between print and other media versions of the same text

</td><td>

- Students compare books they have read with movie, television, audiocassette or CDROM versions of the same story. They discuss the similarities and differences and tell which they like better; e.g., *The Polar Express* as a book, audiocassette or videocassette; *Harriet, the Spy* as a book or movie.
- Students read newspaper articles, watch news on television and listen to radio news to notice similarities and differences in the length of a story, emphasis, graphic presentation and details; e.g., more detail and occasional links to other sections in newspaper articles, more visuals and less detail on television news, more interviews on radio news.
- Students compare the way information about daily life in China is presented in a textbook with the way it is presented on an Internet site; e.g., dated/current, linear/nonlinear, static/changing.

</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Understand techniques and elements</td><td></td></tr>
<tr><td>• discuss the connections among plot, setting and characters in oral, print and other media texts</td><td>• Students read a chapter of a novel and make a T-chart to give examples of how a character's actions affect the plot.
<table><tr><th>Character's actions</th><th>Effect on plot</th></tr><tr><td></td><td></td></tr></table>
• After reading <i>Island of the Blue Dolphins</i>, students discuss how the setting helps develop the plot; e.g., "The island is in the middle of the ocean, separating the main character from the rest of the world. She is lonely and seeks companionship with the leader of the wild dogs."</td></tr>
<tr><td>• identify first and third person narration, and discuss preferences with reference to familiar texts</td><td>• After listening to the teacher reread a chapter of <i>Where the Red Fern Grows</i>, changing the narrator from the first to the third person, students discuss if the change affects their feelings or perceptions about Billy.
• After reading <i>My Grandma</i>, a student writes in a response journal: "I like the way the author talks about her grandma as if she is speaking directly to me. It makes the story more real. I feel like I know them both."</td></tr>
<tr><td>• explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts

(continued)</td><td>• Students watch a videocassette or television show and listen for how the music changes to show changes in mood or to signal scene changes; they discuss how the music adds meaning to the videocassette or television show.
• Students listen to books on tape as they follow the text in their own books. They comment on how the voice and music are used to reflect the intent of the story and how the tape matches their own interpretations of the text.
• Students write stories using multimedia software programs and choose effects that are appropriate for the mood and tone of their stories.</td></tr>
</table>

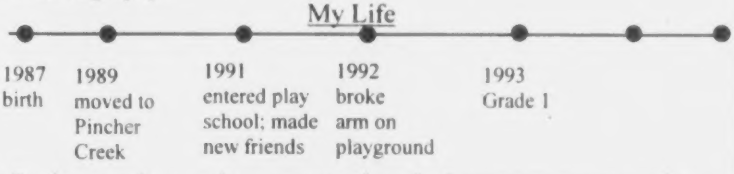
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Understand techniques and elements	
• identify strategies that presenters use in media texts to influence audiences	• Students bring in magazines and look at advertisements to identify ways that companies try to convince people to buy their products. Students make a chart or poster showing common themes; e.g., use of colour, choice of words, appeal to an age group. • Students identify ways presenters in media texts influence their audiences; e.g., kinds of questions asked, choice of experts, presenter's point of view. • Students experiment with different strategies to create an effective television or radio message.
Experiment with language	
• alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning	• Students find examples of alliteration from newspaper headlines and create their own headlines, using alliteration. • Students read *I Want to Be* and describe how such phrases as "about the size of the thought of a bud" or "not so old that Mars and Jupiter and the redwoods seem young" add to the sense of being small or old. • A student looks at the sentence, "The wind was cold." and experiments with descriptive words to enhance the effect of the statement; e.g.: – The north wind howled mournfully and bent the branches of the trees.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
- choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts	- Students read *Days of Terror* and have a class discussion about discrimination and the changes experienced when moving to a new land. - Students create collages to represent themes, such as friendship, happiness, cultural heritage and courage. - Students develop a personal portfolio to represent a theme in their lives. They include relevant objects or pictures and list reasons for including them.
Elaborate on the expression of ideas	
- use literary devices, such as imagery and figurative language, to create particular effects	- A student uses foreshadowing to begin a tall tale; e.g., "When I walked into my classroom, little did I know what a day I would have …" - Students use hyperbole—exaggeration; e.g., a fish story, an excuse for not having completed homework, being baby-sat by an older sibling, to entertain the reader and create humour.
Structure texts	
- determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts	- After reading *The River that Went to the Sky*, a group of students creates a thumbnail sketch plan of a picture book it plans to write for a younger audience. The students identify ways to make their picture book interesting and appealing; e.g., large print, simple vocabulary, short sentences, colourful illustrations. - A student decides that developing a timeline that summarizes significant events in his life would be a helpful way to present an autobiography.  My Life 1987 birth 1989 moved to Pincher Creek 1991 entered play school; made new friends 1992 broke arm on playground 1993 Grade 1
- express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose	- Students write a serious paragraph and a humorous poem on the same topic; e.g., school lunches, homework, parents, friends, sports. They discuss the kinds of audiences that would appreciate each selection and why. - A group of students creates and performs a rap song based on a myth or legend, such as Daedalus and Icarus. The students read the myth and perform the rap song to the rest of the class and then discuss which performance was more engaging.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Focus attention</td><td></td></tr>
<tr><td>• distinguish among facts, supported inferences and opinions</td><td>• After reading letters to the editor on curfews, students chart facts, inferences and opinions; e.g.:
<table>
<tr><th>Facts</th><th>Inferences</th><th>Opinions</th></tr>
<tr><td>A curfew by-law will be discussed by the municipal council.</td><td>A curfew would work in our town, because in other towns with a curfew young people are not out late in the streets.</td><td>I think we need a curfew to keep young people at home late at night.</td></tr>
</table>

• Students identify key words or phrases that are used to denote fact or opinion; e.g., <i>I think, I believe, it seems to be, the report says, from the statistics.</i></td></tr>
<tr><td>• use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation</td><td>• When starting a group research project, students brainstorm ideas for investigation and then categorize related ideas in a graphic organizer, such as a web, outline, W5 and H—who, what, where, when, why and how—chart, Venn diagram, PMI (plus–minus–interesting) chart, flow chart.</td></tr>
<tr><td>Determine information needs</td><td></td></tr>
<tr><td>• decide on and select the information needed to support a point of view</td><td>• When preparing for a book talk or writing a book review, students refer to a set of class-developed criteria to assist with selecting information to support their recommendations; e.g.:
– readability
– interest
– humour
– connections to real life
– likeable characters
– type of story—genre.
• A group of students preparing a presentation on elections adopt the point of view that voting in elections should be mandatory. They decide to do a survey of adult voters, interview elected representatives, and collect information from the newspaper and elections office on participation rates for voting in elections.</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus (continued)

Specific Outcomes	Illustrative Examples
Plan to gather information • develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation	• Students construct a plan for a presentation on a particular author and revise it as necessary as the project proceeds. Expected Completion — Date Completed 1. Choose author Get books by author 2. Read ______________(1st title) Read ______________(2nd title) 3. Summarize books 4. Critique books 5. Research and write author's biography 6. Prepare for presentation 7. Give presentation • Students develop a personal research plan for a topic, such as Human Actions: Do They Enhance or Threaten the Existence of Forests? The plan includes: the topic, the students' position on the topic, a list of key words that begin a focus for research, a list of possible resources for finding information, timelines indicating target dates for completing steps in the research and the project due date.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet	• For a report on lifestyles, students interview seniors or elders to collect a personal story and look at information, such as photographs, personal memorabilia or old newspapers. • Students find information from the school and community library, local veterinarian, or Ask an Expert site on the Internet, about a topic of personal interest, such as "When do fish sleep?" or "Why do certain breeds of dogs shed their hair and others don't?"
Access information	
• use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information	• Students use a search engine to find the web page of a specific author on the Internet. • After writing a descriptive paragraph, students underline words that could be more specific to the subject or more interesting to the reader and use a thesaurus to make other word choices.
• skim, scan and read closely to gather information	• In researching stars and constellations, students gather books and magazines from the library. They scan the tables of contents, indices, titles, subtitles, pictures, graphs and charts to choose specific books for further investigation.
Evaluate sources	
• evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria	• A group of students develops questions to guide its research project on transportation in China. – What kinds of transportation are used in China? – What are the differences between transportation in rural areas and in cities in China? – How is transportation different in China than in Canada? Students record information from a variety of sources, by making jot notes. They evaluate their jot notes to see if the information gathered answers their questions or if they need to find more information. • Students establish criteria for choosing research sources, such as: – sources are current – sources are Canadian, where possible – sources are credible.

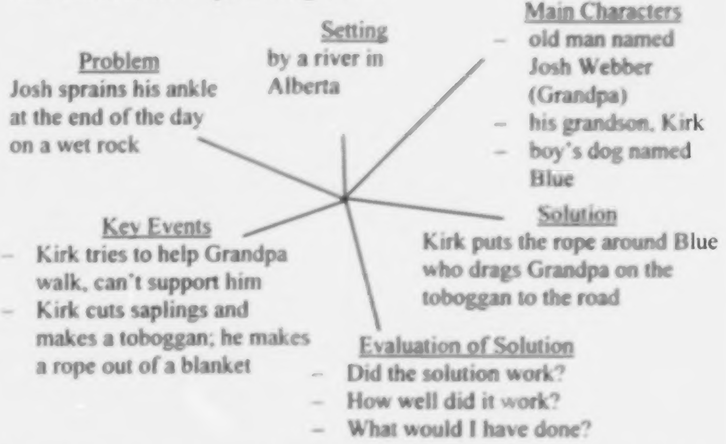
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
• organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence	• Students draw a Venn diagram to compare their personalities with that of Nora in *The Sky is Falling*. • A student sorts information gathered on a Canadian author into categories, such as: – books written – why the person became an author – author's childhood – people important to the author – awards won – author's interests.
• organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions	• When preparing an oral presentation for younger students on how to develop good study habits, students decide to start with a humorous skit about a student surrounded by piles of homework. They plan to include different aspects of the topic, such as the use of an agenda, tips for homework and how to prepare for tests. The students decide to end the presentation with a "Ten Best . . ." list of ideas.
Record information	
• make notes on a topic, combining information from more than one source; use reference sources appropriately (continued)	• To study how geography affected the establishment of cities in Ancient Greece, students use textbooks on Ancient Greece, computer programs, fiction, the Internet and other sources. They record key ideas in point form and, in their bibliography, reference the sources used.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Record information	
• use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning	• In analyzing a story, students use a web to jot down story elements and the relationships among them.  Setting by a river in Alberta Main Characters – old man named Josh Webber (Grandpa) – his grandson, Kirk – boy's dog named Blue Problem Josh sprains his ankle at the end of the day on a wet rock Key Events – Kirk tries to help Grandpa walk, can't support him – Kirk cuts saplings and makes a toboggan; he makes a rope out of a blanket Solution Kirk puts the rope around Blue who drags Grandpa on the toboggan to the road Evaluation of Solution – Did the solution work? – How well did it work? – What would I have done? • Students use an outline to gather and organize information on the use of alcohol and its effects. They think of questions to use in their outline. – Why do people drink alcohol? – What are the short-term effects of alcohol? – What are some of the long-term effects of alcohol abuse? – What community problems are related to alcohol abuse?
• quote information from oral, print and other media sources	• In a class discussion on early flight, a student says, "I watched a program on the Wright brothers, and it said that they owned a bicycle shop and lived in Kitty Hawk, North Carolina." • While doing a research project on space exploration, a student includes a direct quotation from astronaut Alan Shepard.
Evaluate information	
• evaluate the appropriateness of information for a particular audience and purpose	• A student goes to the library and chooses a picture book on sharks to share with a Grade 1 reading buddy. The student says, "I chose this book because there are lots of colourful pictures showing the different kinds of sharks, and it will be easy for my Grade 1 buddy to read it with me."
(continued)	

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
(continued) **Evaluate information** • recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose	• When peer editing a partner's report on trees, a student notices that the report has two pages on coniferous trees and only one short paragraph on deciduous trees and says, "Why don't you go back to the electronic encyclopedia and look up deciduous trees. There's lots more information there. That's where I found the most information." • Students use a class list of questions for providing feedback during peer writing conferences. • Students review group notes recorded on the white board, delete repeated facts and identify areas where more information is needed to prepare a presentation on a typical day for a Canadian and a Chinese student.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs	• The class makes a double bar graph to show boys' and girls' choices for the favourite novel read during the year. • A student interviews another student at the beginning of the year and introduces that student to the rest of the class. • As a class, students write an article for the school newsletter about a recent field trip or special activity. They include photographs and drawings.
• select appropriate visuals, print and/or other media to inform and engage the audience	• A student brings in candy worms to begin a book talk on *How to Eat Fried Worms*. • Students locate and choose visuals from various web sites to enhance a multimedia presentation. • For the school literature fair, students present a book talk and a diorama on a novel such as *Island of the Blue Dolphins*.
Review research process	
• establish goals for enhancing research skills	• After listening to another student describe information found on the Internet, a student decides to use the Internet to find information for a project on the history of spacecraft. The student uses a search engine and bookmarks web sites dealing with spaceships. The student then goes back to those sites to look for information that answers the research questions. • Students complete goal-setting statements or self-evaluation rubrics, while working on a research project; e.g.: Today I ____________________ What went well? Why? ____________ What did not go well? Why? __________ Tomorrow I will ________________

GRADE 6

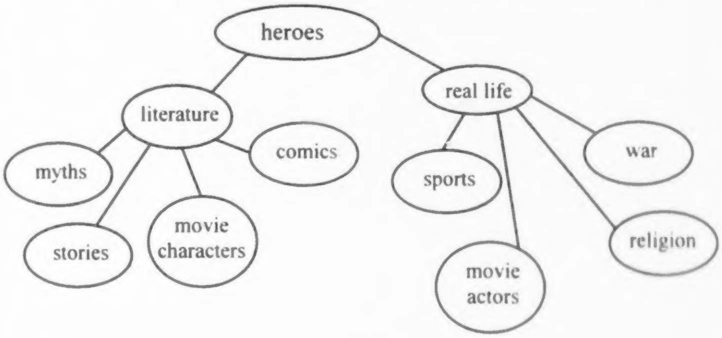
General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• work collaboratively to revise and enhance oral, print and other media texts	• Two students have developed the first draft of a picture book, with the written text and quick sketches. They work together to revise their first draft. Student 1: When I read this out loud, I noticed most of our sentences start the same way. Student 2: Let's try to find more interesting sentence beginnings and make our illustrations more colourful.
• ask for and evaluate the usefulness of feedback and assistance from peers	• A student jots down some questions to ask during an editing conference about his work; e.g.: – Do I describe my main character enough? – Do I have enough action in my story? After the conference, the student decides to add more detail on the main character but not to add more action because the plot would get too complicated.
Revise and edit	
• revise to provide focus, expand relevant ideas and eliminate unnecessary information	• After students complete a first draft piece of writing, they revise their work by answering questions, such as: – Do I have enough information? – Can I add more description? – What parts need to be taken out? – Are any parts of my writing confusing? – Is everything in the proper order?
• edit for appropriate verb tense and for correct pronoun references	• When revising a story, a student edits for correct verb tense; e.g., went or goes, to make sure it is clear when the action occurs. • When revising a story, a student looks for and corrects improper pronoun references, such as: "You and me went to the store." or "The ideas he had were so silly it couldn't be put into practice."
• use paragraph structures in expository and narrative texts	• Students use organizers in their notes, such as headings, to assist in writing their ideas into paragraphs that have a clear focus and supporting details. • Students read a story displayed on overhead transparencies and discuss how it could be divided into paragraphs to assist reader comprehension.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance legibility	
• write legibly and at a pace appropriate to context and purpose	• While viewing a videocassette about exploring the solar system, students quickly jot down important points about each of the nine planets. • A student writes a rough draft of a poem, revises it and recopies it to share with others. • Students write a list of materials, food and money required for a field trip, so that parents and the teacher can read the information.
• experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts	• Working in groups, students create brochures that present their school to new students. They use colour, line, shape, font styles and appropriate space to develop a layout that effectively presents their message. • Students use a computer software program to create a pamphlet that advertises an author's visit to their school. They include a photograph of the author and a brief biography with a list of books written. They also give the date, time and location of the author's visit.
Expand knowledge of language	
• show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists	• The class brainstorms a list of words relating to heroes. Students arrange the words into categories to create webs; e.g.:  heroes literature real life myths comics stories movie characters sports war movie actors religion
(continued)	(continued)

GRADE 6

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
(continued) **Expand knowledge of language**	(continued) • To better remember the parts of an airplane, a student sketches the airplane and labels each part; e.g., propeller, fuselage, wings, tail, ailerons, horizontal stabilizer, elevators. • While watching a videocassette about Terry Fox, students develop a list of words and phrases for the topic of heroism; e.g., *heroic, adventurous, risk taker, dedicated, strong-willed, unselfish, focused, problem solver.*
• choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose	• When writing a haiku, a student carefully chooses words that create a strong visual image and that have the appropriate number of syllables. • To enhance the message of a collage, students add letters and words cut from magazines. • A student uses a thesaurus to select another word for *angry* that more closely describes the feelings that a character in his story is experiencing. He experiments with four choices—*frustrated, thwarted, enraged, annoyed*—and decides that *frustrated* is the best choice.
Enhance artistry • experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information	• Students think of three different ways of introducing a presentation; e.g.: – start with humorous anecdotes – start with personal experience – start with the main points of the presentation on an overhead transparency. Students write a rough draft of each one and decide which will be effective and interesting for the audience.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Attend to grammar and usage</td><td></td></tr>
<tr><td>• identify the use of coordinate and subordinate conjunctions to express ideas</td><td>• Students identify coordinate and subordinate conjunctions, such as before, because and but, in sentences such as:
– Before she could go and visit her friends, she had to do her chores.
– My friend is a good figure skater, because she has been taking lessons since she was 3 years old.
– He finished shovelling the snow off the sidewalk, but he did not finish the path to the house.</td></tr>
<tr><td>• use complex sentence structures and a variety of sentence types in own writing</td><td>• After writing a letter, a student notices that most of the sentences start with I, so the student combines some sentences, adding such words as then, after and so.</td></tr>
<tr><td>• identify comparative and superlative forms of adjectives, and use in own writing</td><td>• Students brainstorm lists of words to help them write a comparative poem.
<table>
<tr><th>fast</th><th>faster</th><th>fastest</th></tr>
<tr><td>Joe</td><td>dog</td><td>jet</td></tr>
<tr><td></td><td>bike</td><td>rocket</td></tr>
<tr><td></td><td></td><td>race car</td></tr>
</table>
<u>Fast, Faster, Fastest</u>
Joe can run fast.
His dog can run faster.
But a rocket is the fastest.
• Students find good examples of superlatives in advertisements or sports stories, discuss their effectiveness and then use them in their own work.</td></tr>
<tr><td>• identify past, present and future verb tenses, and use throughout a piece of writing</td><td>• In a story with flashback sequences, a student checks to make sure that the verbs are in the past tense.
• When writing a story with narration and dialogue, a student uses the past tense for narration and the present tense for dialogue.</td></tr>
</table>

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to spelling	
• use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to conventional spelling patterns	• Students study and remember the spelling of common words that are not phonically regular or follow typical spelling patterns; e.g., *guide, would, occasion, weird, look, does.* • Students refer to a dictionary or electronic speller to check the spellings of words they cannot spell correctly by using a sounding out strategy.
• explain the importance of correct spellings for effective communication	• Students brainstorm reasons why incorrect spelling is inappropriate; e.g., creates a bad impression, is misleading, interferes with the message, is sloppy.
• edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context	• Students use the context and meaning of their writing to proofread for the correct usage of apostrophes, such as *Erin's, children's, it's (it is)*, and the correct spelling of homonyms, such as *their, they're, there* and *to, too, two.* • When replacing *could not* with *couldn't* in dialogue, a student remembers to replace the vowel in the second word with an apostrophe.
Attend to capitalization and punctuation	
• use colons before lists, to separate hours and minutes, and after formal salutations in own writing (continued)	• Students may use a colon after the greeting in a business letter; e.g., Dear Mr. Henry: • In a story, a student writes, "John, please get these things at the grocery store: apples, shaving cream, milk, eggs, jam and dog food." • When writing a diary entry about the day's events, a student writes, "At 3:30 p.m. school finished and we went over to the park to play soccer."

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
(continued) **Attend to capitalization and punctuation**	
• identify parentheses and colons when reading, and use them to assist comprehension	• When reading *China, Our Pacific Neighbour*, students identify parentheses and understand that they are used to add extra information; e.g., Chen Zhongxing (grandmother Chen's son), guangdonghua (Cantonese). • When reading about the solar system, students recognize that the colon in the sentence signals that the list of the planets follows "... planets of the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto."
• identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension	• In their reading, students recognize uses of ellipses; e.g.: – to indicate where words have been deleted: "The author says, 'I lived in a small town ... until I was 16.' " – to indicate dramatic pauses in speech, thoughts or action: "I ... just don't know. But wait ... the back door might be open."

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• use various styles and forms of presentations, depending on content, audience and purpose	• In a presentation on flight for the school science fair, students write short biographies of famous aviators; e.g., Orville and Wilbur Wright, Amelia Earhart, Clennell "Punch" Dickins, Wilfrid "Wop" May, Max Ward. The students create posters showing the airplanes these aviators used and make maps showing their routes. • After reading a novel, two students role play their favourite scene for the class. • Students present a speech to the class as though they were running an election for: – the class representative – the principal for the day – a councillor or mayor. • A student explains to a Grade 2 buddy how to draw a butterfly or construct a boat, and assists the buddy with the project.
Enhance presentation	
• emphasize key ideas and information to enhance audience understanding and enjoyment	• To highlight the main points of a presentation, students use such strategies as humour/cartoons; repetition of main point; logical order; examples; stories; and presentation tools, such as the overhead projector, charts, paper and whiteboard. • Students create and rehearse a sound script of *The Flute Player*. When they come to the lines "Down the main road passed big yellow buses, cars, pony-drawn tongas" they realize they need to add background sounds of traffic.
Use effective oral and visual communication	
• demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication	• During readers' theatre, students use different tones of voice for different characters and to reflect mood in the story *The Magic Paintbrush*. • Students make diagrams with captions to show how an airplane stays in the sky. When explaining a diagram, a student gives the audience time to look at the diagram before proceeding with the explanation.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Demonstrate attentive listening and viewing	
• identify the tone, mood and emotion conveyed in oral and visual presentations	• Students look at illustrations or watch a film or videocassette, and describe the mood and emotions depicted in them. • When preparing to make an oral presentation of a story, such as *All the Places to Love*, or a poem, such as *The Elders are Watching*, students choose to vary the tone and speed of their speaking to convey the mood.
• respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments	• Students respond appropriately to the mood of a readers' theatre presentation and provide positive feedback, such as: "I liked your play because …" • A student says of another student's artwork, "The colours make me feel calm. The mood is peaceful."

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures as portrayed in oral, print and other media texts	• Students read such books as *Fly Away Home*, *The Orphan Boy* or *The Dragon's Pearl* and identify the challenges faced by the main characters. They make comparisons with their own lives.
• share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts	• Students discuss how personal experiences contribute to the understanding of novels; e.g., playing sports, owning a pet, living in another province, losing a family member. • When students disagree about whether or not they liked a book or movie, they explore the reasons for their differences.
Relate texts to culture	
• identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas	• After reading *A Little Tiger in the Chinese Night: An Autobiography in Art*, students write about similar family traditions. • Students compare versions of the same fairy tale from different cultures; e.g., *Cinderella*, *The Rough-Face Girl* (aboriginal story), *Yeh-Shen: A Cinderella Story from China*. • Students identify differences in the ways the themes of courage and family are represented in *Zlata's Diary: A Child's Life in Sarajevo* and *I Dream of Peace*.
Celebrate accomplishments and events	
• use appropriate language to participate in public events, occasions or traditions	• Students explain, to parents and visitors, their science projects at a Science Fair. • Students prepare questions to ask a class visitor; e.g., mayor, councillor, sports figure, business person, scientist, artist. • A student prepares a talk to introduce a guest speaker at the Grade 6 graduation.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Use language to show respect	
• demonstrate respect by choosing appropriate language and tone in oral, print and other media texts	• Students prepare thoughtful and relevant questions to ask presenters at a mock legislature session or class meeting. • Students write a formal letter to their parents inviting them to attend an event, such as a celebration of learning or student-led conference.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• assume a variety of roles, and share responsibilities as a group member	• Using the chapter on the creation of a classroom newspaper from *Me and the Terrible Two* as a model, students assume the roles of editor, illustrator and writer and collaborate to write news articles.
• identify and participate in situations and projects in which group work enhances learning and results	• While making a paper plane, a student has difficulty getting the wings symmetrical and seeks out another student to help. • After reading a story, students develop their own character webs on the main character, compare their individual webs with one other student and create a third web combining the best of their work. • When starting a research project, a group of students discusses preferences for assigning tasks. Student 1: I want to learn more about the Internet, so I'd like to work with someone who has used it before. Student 2: I'd like to do a radio documentary, so I'm going to work more on making up interview questions and finding people to interview.
Work in groups	
• contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations	• Students discuss possible topics to research on Greece. Student 1: Our neighbours took a trip to Greece, so tourism would be good. Student 2: Whenever we study a new country, we study the customs, so let's put that down. Student 3: I know there are a lot of ruins remaining from Ancient Greece, so we should find out about the history. Student 4: I wonder what foods they eat. We could find out about that.
• address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative	• A group of students discusses and assigns roles to make a brochure; e.g., graphics, locating information, writing, layout. As the students put the brochure together, they find they have too much print information and decide if they should make the brochure bigger, use smaller print, summarize the information with key points or use a visual.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process • assess own contributions to group process, and set personal goals for working effectively with others	• After working in a group, individual students complete a self-assessment, such as:

How I Contributed to Our Group	Me
1. I listened respectfully to others.	3
2. I participated by sharing ideas.	3
3. I made sure that good ideas were written down.	2
4. I helped with revisions.	3
5. I encouraged others to share their ideas.	4

Scale:
1 2 3 4 5
Seldom Often

- Students reflect on their own work and set goals for a future project.
  - Next time I will start on my tasks sooner, instead of leaving them until the last minute. We nearly didn't get our project finished on time.
  - Next time I'm going to get motivated more by choosing a task that I can work on with others.
  - Next time I'm going to recommend that we limit our research to two or three sections and do them in depth.
  - Next time I'm going to choose a topic for which there is more information available to research.

Grade 6 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 7

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 7 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 7

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes	• While working on the theme of loneliness, a student finds a newspaper article about the loneliness of seniors who live by themselves. • Students explore their interest in music, using various media, such as the Internet, song lyrics, entertainment pages of a newspaper, magazines or someone who is an expert.
• express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts	• After reading *The Trouble with Friends*, and while writing in their journals, students reflect on a time when a friendship ended. • Students draw an animal, object or coat of arms that represents them and write to explain the relationship between themselves and their symbol. • Students design a book jacket for a favourite novel.
• reflect on own observations and experiences to understand and develop oral, print and other media texts	• In partners, students view and discuss the illustrations in such books as *The Mysteries of Harris Burdick* or *The Night Journey*, and record their personal responses to them in their journals. • Using their knowledge of such family occasions or special events as holidays or celebrations, students write humorous or realistic stories about similar situations.
Experiment with language and forms	
• discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding	• Students, in groups, view a variety of magazine advertisements and brochures. They discuss the images and methods used to attract reader interest. Student 1: This travel brochure's message is that Mexico is hot and relaxing, because it shows people lying on the beach in the Sun. Student 2: This advertisement appeals to someone who knows all about computers, because it lists all the features. • Using presentation software, students explore refocusing a commercial about a computer game system to appeal to a different audience; e.g., parents.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Express preferences	
• explore and assess oral, print and other media texts recommended by others	• A student chooses a novel from a list generated by the class on an electronic bulletin board and says, "I chose this novel because someone said it was easy to read." After reading a chapter, the student then says, "I don't like this book, after all. I think I'll read *The Kootenay Kidnapper* instead, because I like mysteries." • Students decide to read or view and respond to at least one title in each category of a class list of favourite books, movies, magazines, poems and short stories, over the course of the school year.
Set goals	
• use appropriate terminology to discuss developing abilities in personal language learning and use	• In a conference with a peer or teacher, a student uses correct terms to critique his own written work. – I need a stronger closing paragraph to this story. – The introduction in my story could be more exciting. I want to change it so that it grabs the reader's attention. – All my sentences are short. I'm going to try for more variety in length. – This metaphor is not clear. Maybe I'll add the word *like* to make it a simile.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Consider others' ideas</td><td></td></tr>
<tr><td>• listen and respond constructively to alternative ideas or opinions</td><td>• A student responds to the opinions of other group members about finding information before starting to plan and design a bridge; e.g., Megan thinks that we should find some photographs of suspension bridges before we build our spaghetti bridges—so do I. Jeff says we could go out and look at the nearby railroad bridge, but I don't think that bridge is flexible enough.</td></tr>
<tr><td>Combine ideas</td><td></td></tr>
<tr><td>• use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences</td><td>• While talking with a partner, one student draws a representation of a suspension bridge and says, "I'm not sure if I know what a suspension bridge is, but does it look like this?"
• As they learn about the geography of Japan, students complete a KWL chart. They use the chart to write, in a learning log, about what they have learned.
Topic: Geography of Japan
<table>
<tr><th>What I Know</th><th>What I Want to Learn</th><th>What I Learned</th></tr>
<tr><td>Japan is an island.</td><td>What is the highest mountain in Japan?</td><td>Japan has a high-density population.</td></tr>
</table></td></tr>
<tr><td>Extend understanding</td><td></td></tr>
<tr><td>• talk with others to elaborate ideas, and ask specific questions to seek helpful feedback</td><td>• While preparing for a debate on whether tobacco companies should advertise at sporting events, a student asks a friend:
– "Do you think my arguments are convincing?"
– "Do I have enough examples?"
– "Should I do it in a different order?"
– "Can you think of any other points?"</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information	• Students share stories about lost pets and what they learned from their experiences before reading *The Wild Goose*.
• use expectations and preferences developed during previous reading experiences to select and read new texts with purpose	• When choosing a library book, a student says, "I remember my Grade 6 teacher reading *Children of the Wolf*. I'm going to read that book again on my own, and also see if the author has written any others. Do you know of any?" • A student likes the suspense in the story *Locked in Time*, and chooses to read another mystery story, *Shadows on the Wall*.
Use comprehension strategies	
• identify, connect and summarize in own words the main ideas from two or more sources on the same topic	• Students research an unexplained phenomenon, such as the Bermuda Triangle, Stonehenge, crop circles. After reading two or more sources, one student explains how the main idea of each reading supports the concept that there really are phenomenon that cannot be explained. • While researching the depletion of rain forests, students watch the television news, read newspaper articles and follow in-depth coverage in news magazines. They write down the key points from each source in their own words.
• use concept mapping and mental rehearsal to remember main ideas and relevant details	• Students storyboard the main events in a ballad, such as *The Cremation of Sam McGee*. • Students use a concept map to remember key points of the chapter "Communicating Our Culture" in the social studies text *Culture Quest*.
• adjust reading rate and strategies to account for changes in structural features of texts and complexity of content	• In a small group discussion, students talk about appropriate reading rates for different reading materials, such as free choice novels, science textbook pages and newspaper articles. Student 1: I read slowly when I'm looking for information. Student 2: I read fast when I don't care about the details. Student 3: I like to slow down at the really good parts of the story and think about them. Student 4: When I come to a section that has many pictures and tables with lots of colour and different sizes of print, it takes me a few minutes to figure out how to read it.

GRADE 7

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use textual cues	
• identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information	• Students skim the headlines, the captions below photographs and statistics in a newspaper in order to find information quickly about a sporting event. • Students read a numbered picture sequence to create an origami paper crane. • While reading directions about how to use a guided reading process or strategy, such as SQ3R—Survey, Question, Read, Recite, Review—students use such signal words as *first*, *then* and *next* to keep track of the correct sequence in which to do things or to retrace their steps when things do not work.
• identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose	• Students gather a number of books on a topic, such as the Titanic or The Life of Houdini, compare how they are set up and organized, and discuss helpful features for accessing ideas and information.
Use phonics and structural analysis	
• apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading	• When reading a chapter in a social studies text for homework, a student skips over the word *inconsequential* in the sentence, "The results of the war were inconsequential." The next day, in class, the student rereads the word and identifies it correctly using phonics, structural analysis and context clues, when the teacher asks if the effects of the war were important.
Use references	
• skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words	• The student skims through a novel to find out how to spell the main character's name. • Students first check the table of contents and chapter headings for a general idea of the content of a text. They then turn to the index for specific page references for topics or the names of people or places.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints	• Students read the novel *Winners* and watch the movie *Spirit Rider*, and then use a graphic organizer to compare how the two texts communicate respect for nature and increase awareness of the importance of cultural identity.
• justify own point of view about oral, print and other media texts, using evidence from texts	• Students take part in a mock trial to convict or exonerate the character James Ryder in *The Adventure of the Blue Carbuncle*. They find evidence in the story to support their views of his guilt or innocence. • After reading *The Hockey Sweater*, students in a literature circle discuss the story. Student 1: It sure was funny when the mother explained what size sweater the boy needed. Student 2: I liked how all the children wanted to be Maurice Richard. Student 3: I would have never thought to pray for moths—maybe that would help me get rid of my old jacket.
• organize interpretations of oral, print and other media texts around two or three key ideas	• After reading *Egyptian Pyramids*, a student summarizes the content of the book when saying, "I'd recommend this book, because there was some really interesting information on how the pyramids were built, on what the Pharaohs took to the afterlife and on curses associated with their tombs."
• express interpretations of oral, print and other media texts in another form or genre	• A student writes an illustrated poem about *The Fateful Night*. • While reading *Pick-up Sticks*, students role play a conversation in which Polly tells her mother to find a full-time job in such a way that emphasizes Polly's wish for some security.
• predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts	• Students role play a conversation that could occur between the narrator of *The Hockey Sweater* and his mother, after he returns from the church.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Construct meaning from texts	
• compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others	• Using *An Affair of Honor*, students relate the experience of the dare to their own personal or vicarious experiences. Student 1: I'd take the dare because my friends would call me a chicken if I didn't. Student 2: That's what happened when my brother didn't want to smoke a cigarette.
• analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters	• After reading *Johanna*, students work in small groups to draw a plot line showing the rising action, climax, falling action and the interrelationship of plot with setting and characters. • While reading *Shane*, students discuss how the subplot of digging up the tree stump complements the main plot.
• identify and explain conflict, and discuss how it develops and may be resolved	• After reading *Angel Square*, a student identifies the conflict in the novel as being between people of different religions. The student writes, "When Sammy's Dad is injured, Tommy sets out to discover the attacker. This leads to the community coming together and helping each other."
• develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences	• When rehearsing a readers' theatre presentation, students experiment with pacing and intonation to interpret the characters that they are portraying. • After listening to *What Do I Remember of the Evacuation*, a student writes in a dialogue journal, "I think the poet as a child was very excited about the evacuation." Another student responds, "You're right. My grandfather not only told me about the excitement and fear of the evacuation but also about his feelings upon returning home."

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 *Respond to Texts* (continued)

Specific Outcomes	Illustrative Examples
Appreciate the artistry of texts	
• discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts	• After reading *The Night Journey*, students discuss how the drawings add to their understanding of the setting of the novel. • After reading the first two paragraphs of *The Scream*, students identify, and discuss with a partner, two effective writing techniques. Student 1: I like how the author uses foreshadowing at the beginning to get us interested in the story. Student 2: The way Eliza is described makes me wonder how she'll cope in drama class.
• identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts	• To share what they have learned about Head-Smashed-In Buffalo Jump, a World Heritage site, students choose to produce a videocassette. Student 1: In a videocassette, it's effective to use lots of visuals. Good thing we have some posters. Student 2: Maybe we can use some aboriginal music for the background. In order to make the information clear, the audience will need us to speak slowly and clearly. Student 3: During the interview segment, we'll need someone else to hold the camera—hmm … what will we do to get rid of other noises in the room? Student 4: The camera is good for action shots, but we could do some of our presentation on audiocassette when we are just talking. • Students discuss ways to advertise a school concert. Student 1: Posters would be good if people read them and they don't get torn down. Student 2: We could put the information on the school web site for those who use it. Student 3: I think a letter home will get to most parents.
(continued)	

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Appreciate the artistry of texts**	
• reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities	• Students choose a favourite piece of writing from their year's portfolio, and look at it to revise, edit, add, delete or change parts based on new experiences and what they've learned about language. • Students read the newspaper article "Wild Child Found on Island Off Cuba" in the book *The Music of Dolphins* before, during and after reading the book. They record their responses to the article in their response journals; e.g.: Before—I wonder if this really happened. What are feral children? How does this connect to the book? During—Now I understand what the article meant about the role of language. After—Mila seems more real to me from what she writes in her journal than in the article.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 *Understand Forms, Elements and Techniques*

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Understand forms and genres</td><td></td></tr>
<tr><td>• identify various forms and genres of oral, print and other media texts, and describe key characteristics of each</td><td>• While writing a haiku, a student checks to make sure to include the key characteristics of haiku.
– Do I have three lines with the right number of syllables in each line?
– Is my poem about nature?
• In an informative speech to the class, one student frames the speech by including the following characteristics:
– introduction—with attention-grabbing first sentence
– order of details that is easy to follow
– appropriate props—with a demonstration
– effective closing.</td></tr>
<tr><td>• identify the characteristics of different types of media texts</td><td>• Students compare and contrast the characteristics of a situation comedy with those of a soap opera, and record the information on a chart.
<table>
<tr><th>Sit-Com</th><th>Both</th><th>Soap Opera</th></tr>
<tr><td>– shorter
– problem solved in 1–2 episodes
– weekly
– funnier
– may have laugh track</td><td>– characters continue from week to week
– settings stay the same</td><td>– longer
– many problems that take a long time to be solved
– daily</td></tr>
</table></td></tr>
<tr><td>Understand techniques and elements</td><td></td></tr>
<tr><td>• discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts</td><td>• After viewing the videocassette <i>Iron Will</i>, students describe in writing the plot—the boy goes into a dog team race to win money to support his family—and the subplot—he needs to build up his physical endurance through training to be in shape for the race.
• While reading <i>The Cay</i>, students discuss the main theme of interdependency and connect it to the other themes of survival and personal growth.</td></tr>
<tr><td>• identify the narrator's perspective, and explain how it affects the overall meaning of a text

(continued)</td><td>• After reading the illustrated version of <i>In Flanders Fields: The Story of the Poem</i>, students discuss how the poet's feelings led to the illustrated interpretation of the poem. "I see now why we read this poem every Remembrance Day. The poet wanted us to remember those who died for our country."</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued) **Understand techniques and elements**	
• identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development	• After reading the picture book *The Name of the Tree: A Bantu Tale*, students discuss how the cover provides clues about what will happen in the book. • While reading *The Orphan Boy*, students identify how the illustrator creates suspense by focusing light on one part of the page. • While reading the novel *Locked in Time*, students observe the time difference from the opening paragraphs to the second section, and identify this difference as flashback.
• explain how sound and image work together to create effects in media texts	• After viewing two scenes in the videocassette *The Incredible Journey*, students discuss the effectiveness of the music, the sound effects and the imagery in these scenes. • Students choose background music and sound effects to help listeners visualize the action in a radio play script, and they explain their choices.
Experiment with language	
• explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning	• A student explains how the language and the images in a cartoon work together to make the cartoon amusing. • After reading the poem *Bike Trail*, a student describes what ideas and feelings are explained by the bike trail metaphor. • Students listen to a short passage of dialogue and create an illustration depicting the characters and setting.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts	• After they have generated initial ideas and the first draft of a story or poem, using a strategy such as RAFTS—Role, Audience, Format, Topic, Strong Verb—webbing or a story map, students choose to work with a partner to refine and extend their ideas. • When preparing a skit on time management, students brainstorm ideas related to planning ahead, managing resources and dealing with conflicting priorities.
Elaborate on the expression of ideas	
• use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict	• After reading one of the *Mysteries to Solve*, or a computer program mystery, students write their own mystery stories using dialogue to develop conflict between the detective and other characters. • After reading *Priscilla and the Wimps*, a student writes a letter to a friend about an incident at school that exaggerates the conflict.
Structure texts	
• create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events	• A student writes a first person mystery narrative with a consistent and believable narrator, and a story line with plausible events and a surprising, but convincing and satisfying, conclusion.
• create a variety of oral, print and other media texts to explore ideas related to particular topics or themes	• In a small group, students create a poster for an ideal country that other students would like to visit. To encourage travelling to this country, they write a radio advertisement and prepare a weather chart for the previous year's precipitation, and high and low average temperatures. • A student writes about a famous painting from the point of view of: – someone who sees the painting at an art exhibit and interprets its images and meaning – a private owner's attachment to the painting – an individual responsible for describing the painting in an art gallery guide book. • After reading *A Prairie Alphabet*, students create an alphabet book about their own community and share it with younger students.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• consider audience, purpose, point of view and form when focusing topics for investigation	• For an upcoming software presentation to a Grade 3 audience on endangered animals, students look for clear and colourful images, sound effects and simple text.
• use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts	• While listening to a guest speaker talk about the family's immigration to Canada, a student jots down points under headings such as: – why the family came to Canada – what adjustments did the family have to make – how did family members make friends. • When reading a chapter in a textbook, students use a graphic organizer, such as webbing of topic headings and subheadings, a KWL chart or a SQ3R—Survey, Question, Read, Recite, Review—chart, to record and organize information.
Determine information needs	
• discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view	• Students discuss when they would use a sports magazine, the team's web page, newspaper sports sections, television and radio commentaries, and game broadcasts to talk about the success of their favourite hockey team with their friends who do not like hockey; the coach of the local junior team; a younger sibling who plays hockey; the hockey statistician.
Plan to gather information	
• plan and organize data collection based on instructions, explanations and pre-established parameters	• As an introductory research into sharks, groups of students use sticky notes to record single facts about shark habitats, food sources, appearances and types. Each fact is arranged and rearranged onto a large piece of chart paper according to its categories. New categories are added as required.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions	• In order to compare adolescent lifestyles "Then and Now," students interview their parents and grandparents, read *Thirteen Never Changes*, watch a teen videocassette, listen to Frank Sinatra and the Beatles, and look at photographs of their parents and grandparents as teens.
Access information	
• use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information	• Students use headings and subheadings in the introductory pages of a telephone directory to find such information as how to use special features of the telephone, how to make a long distance call, how to use directory assistance and how to access help. • When reading a social studies or science textbook, students read the summaries at the end of each chapter to review and remember what they have read and return, if necessary, to earlier sections in the chapter for clarification.
• distinguish between fact and opinion, and follow the development of argument and opinion	• Students read a commentary on a topic of interest, summarize the author's arguments and comment on whether or not they agree or disagree. • Groups of students read a news article and an editorial from a newspaper on the same topic. They then discuss and compare the presentation of the news story.
• scan to locate specific information quickly; summarize and record information useful for research purposes	• When writing a report on the dangers of cigarette smoking, students scan an article looking for such key words as hazards, disease and second hand smoke and jot down important points. • A student fast forwards and stops a videocassette to identify and assess the effectiveness of the background music. • A student scans various web sites to find particular information.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process (continued)

Specific Outcomes	Illustrative Examples
Evaluate sources - use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose	- A group gathers information for a study of space. Student 1: This encyclopedia was published in 1989. Is more recent information available? I'm interested in how the Hubble telescope works, and there's not enough information here. Student 2: I've been visiting the space agency web site, and it is updated every 24 hours. They have a camera on Jupiter, but I'm not sure if it's a view from the Hubble telescope. - While researching the topic of substance abuse in sport, students use such criteria as accuracy, currency and bias to assess information sources. - A student decides that a brochure on healthy living is interesting but does not provide enough detail for a report on the relationship between exercise and heart disease.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
• organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose	• When collecting information on Japan, students use graphic organizers, like charts or webs, to arrange information under such categories as food, government, history, education, arts.
• produce oral, print and other media texts with well-developed and well-linked ideas and sections	• When writing a report about characteristics of living things, students organize their text in sections such as title page, table of contents, introduction page, information collected from three sources and written in their own words, conclusions linked to what has been learned, and a bibliography.
Record information	
• make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources	• After viewing and discussing a videocassette about the circulatory system, students watch the videocassette again, jot down important points and diagram the major components of the circulatory system.
• reflect on ideas and information to form own opinions with evidence to support them	• After reading *The Midnight Visitor*, students cite evidence from the text to explain why Ausable was well-suited to his job. • Students discuss their views about smoking after reading pamphlets and articles, viewing a videocassette and listening to a guest speaker. Student 1: I knew that smoking wasn't good for you, but I didn't know it cost that much. Student 2: Smoking is bad, but I don't think you should force people to quit. Student 3: I don't want to get sick from smoking like that guy in the videocassette. Student 4: I didn't realize it was so hard to quit.
(continued)	

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>(continued)
Record information
• compare, contrast and combine ideas and information from several sources</td><td>• Students use a chart to compile their information about a topic of study; e.g., the Canada goose.
<table>
<tr><th></th><th>Magazine</th><th>Text</th><th>Internet</th><th>CDROM</th></tr>
<tr><td>Habitat</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Food</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Mating Ritual</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Appearance</td><td></td><td></td><td></td><td></td></tr>
</table>
• After reading <i>The Journey of Charles Wayo</i> and viewing <i>The Lion King</i>, students compare and contrast the two; e.g., “One is about a lion, and the other is about a boy. Both are about journeys and survival. Both take place in Africa. One knows where he’s going, the other one doesn’t, but both are successful in the end.”</td></tr>
<tr><td>Evaluate information
• assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps</td><td>• Students write a story for a group of Grade 3 students, using a class-established list of criteria relating to vocabulary, illustrations, book cover and age of audience.</td></tr>
<tr><td>• connect new information with prior knowledge to build new understanding</td><td>• When starting a research project, students record personal experiences and knowledge about the topic and then revisit this information as research progresses.
• A student says, “Tattoos are really popular these days, but I didn’t realize that Ray Bradbury had written a book, <i>The Illustrated Man</i>, about tattoos that move and tell stories. I wonder if that will ever actually happen.”</td></tr>
</table>

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations	• To promote their school to a Grade 6 group, students create a videocassette that depicts school activities and explains the school name and colours, and they create a brochure that contains information about courses and registration.
• use appropriate visual, print and/or other media effectively to inform and engage the audience	• Students use illustrations, a sound tape, overhead transparencies, a map and a model to support the key points of a presentation on changes to the earth through erosion.
Review research process	
• identify strengths and areas for improvement in personal research skills	• A student looks over three or four recently evaluated projects and, based on the comments and marks, describes two strengths of the work and sets improvement goals for the next project.

GRADE 7

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• identify particular content features that enhance the effectiveness of published oral, print and other media texts	• Students read the picture book *The Rough-Face Girl* and describe how the style and content of the illustrations add to the meaning of the text. • Students brainstorm useful features of mathematics texts, such as advance organizers, illustrations and graphics, practice problems, worked examples, review and practise, glossary, and index.
• incorporate particular content features of effective texts into own oral, print and other media texts	• To add interest to a radio play, students add music and sound effects to the script. • When creating an oral presentation, a student makes an overhead transparency with headings that summarize the main ideas.
Revise and edit	
• revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning	• A student revises the introduction of a report, because the introduction no longer relates clearly to the main points of the conclusion.
• revise to eliminate unnecessary repetition of words and ideas	• In revising a poster on the hazards of speeding, a student clarifies the message by increasing the focus on key ideas and eliminating repetitive or extraneous information that detracts from the main purpose.
• use paragraphs, appropriately, to organize narrative and expository texts	• Students write a formal letter to apply for a job as a camp volunteer. In the introduction, they state the purpose for writing. In the next paragraph they explain why they would be suitable for the job. The final paragraph concludes with a statement about references and a contact telephone number. • When writing dialogue, students begin a new paragraph with each change of speaker. • In describing a scientific experiment, a student puts the key features of the experiment in separate paragraphs.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance legibility	
• choose and use printing, cursive writing or word processing, depending on the task, audience and purpose	• Students use word processing software to select suitable font sizes and styles to create different writing looks, such as newspaper name, titles of articles, quotes, items in Grade 1 picture book, thank-you letter, certificates.
• identify how the format of documents enhances the presentation of content	• After viewing the front covers of some newsletters, newspapers and magazines, students identify and comment on the appropriateness of the names, fonts, colours and style for audience appeal.
Expand knowledge of language	
• identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning	• In the letters in *Dear Bruce Springsteen*, students identify colloquialisms, such as: "Hey, know what I just figured out." "I'm getting off track." and "Wicked, eh." They describe how these phrases add to the personal and conversational tone of the letters and make it seem as though the author knows Bruce Springsteen. • When creating a group thank-you letter to a guest speaker, students jot down ideas they want to include and then compose a formal letter.
• identify and explain figurative and metaphorical use of language in context	• In reading an excerpt from *The Slave Dancer*, a student says, "When Jessie is dropped into the hold of the ship and is described as 'a stone cast into a stream, making circles that widened …', I understood how dark and crowded that place must be." • When reading the poem *Sadness is a Road*, a student comments, "I like this metaphor—Sadness is a long, black, lonely thing! I can see the road with nothing or nobody there. It's so empty and alone."
Enhance artistry	
• experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion	• Students read a selected piece of poetry and choose words and/or phrases to substitute into the poem that are in keeping with the theme. • To communicate a particular emotion, students choose magazine illustrations and photographs and create a collage or mosaic. • When creating a videocassette presentation, a student starts with a wide angle shot and zooms in on the focus of attention.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
- use a variety of subordinate clauses, correctly and appropriately in own writing	- Students use subordinate clauses to enhance description and to link ideas that show such things as time relationships, and cause and effect.
- use correct subject–verb agreement in sentences with compound subjects	- In the sentence, "The long line of cars and the bus in the ditch was blocking the flow of traffic." a student changes the verb *was* to *were*. - Using an adventure story as a model, students write a paragraph about a personal adventure. They then rewrite the adventure in plural form as though a friend were taking part.
- distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose	- Students review a rough draft of a letter to parents inviting their attendance at a school function and discuss whether or not the language use is appropriate. They delete language that is too informal and check for style, punctuation and forms of address. - A student uses appropriate language to discuss, with friends and with the teacher, the requirements of a homework assignment.
- identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing	- When students revise work, they look for common errors, such as *him and I*, *Me and my friend* and *They's the ones*, and make corrections.
Attend to spelling	
- use reference materials to confirm spellings and to solve spelling problems when editing and proofreading	- As students edit work, they highlight or circle words they think may be wrong or words with which they have trouble. They use such resources as a dictionary, personal spelling list, spell checker, classroom *spelling demon* chart or a phonetic spelling guide to confirm spellings and make corrections.
- extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts	- As they read, students jot down new words that they could use to add interest and detail to their writing or talking and that they could use for different audiences and particular effects.
(continued)	

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Attend to spelling	
• apply specific and effective strategies for learning and remembering the correct spelling of words in own writing	• Students develop a personal spelling list, or create a database, to check for words that spell checkers cannot detect; e.g., their, there, they're; to, too, two. • The class develops a list of trouble words and posts them on the electronic bulletin board for students to consult when doing their own writing.
Attend to capitalization and punctuation	
• use periods and commas with quotation marks that indicate direct speech in own writing	• When writing the final copy of a story, students correctly use quotation marks in dialogue.
• use commas to separate phrases and clauses in own writing	• When students use phrases and clauses to combine ideas in their own writing, they use commas to assist the reader in determining meaning. • Students use copy/cut/paste functions to revise their writing for clarity, adding commas where appropriate.
• use quotation marks to identify information taken from secondary sources in own writing	• When beginning a report on injury prevention, a student takes two sentences from a source entitled *Working Together to Prevent Injuries*. The student uses punctuation to indicate the quotation: "Injury prevention is science … Attempts at prevention must be straightforward, based on common sense."

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Present information
• present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions</td><td>• When preparing a group response to a question about the influence of peer pressure on individual decisions and behaviour, students discuss their ideas and opinions, and listen to those of others, to reach a group consensus on the issue.</td></tr>
<tr><td>Enhance presentation
• clarify and support ideas or opinions with details, visuals or media techniques</td><td>• Students use an overhead transparency to illustrate, visually, a comparison of two characters.
<table>
<tr><th></th><th>Character 1</th><th>Character 2</th></tr>
<tr><td>Similarities</td><td>– teenager
– friendly</td><td>– teenager
– friendly</td></tr>
<tr><td>Differences</td><td>– six siblings
– likes sports</td><td>– only child
– likes acting</td></tr>
</table>
• Students use a variety of computer software programs to prepare presentations.</td></tr>
<tr><td>Use effective oral and visual communication
• identify and use explicit techniques to arouse and maintain interest and to convince the audience</td><td>• In a debate on the topic, "Should we have a longer school week?" a group of students presents a persuasive argument that effectively incorporates several techniques to maintain interest and vary mood and tone: key points with supporting facts; rhetorical questions to reinforce the points; and humour, anecdotes, intonation, pacing and gestures.</td></tr>
</table>

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Demonstrate attentive listening and viewing	
• listen and view attentively to organize and classify information and to carry out multistep instructions	• Students listen as the teacher explains how the classroom is to be tidied up, what homework is to be done and what should be brought to class the next day. • Students list the sound effects and music used to set the scenes on an audiocassette of an old radio mystery.
• ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding	• In responding to a classmate's work, students make such comments as: – I noticed … – I wonder about … – I liked … – I question … – I don't understand … – I felt … – I agree with … – I was surprised by … – I thought …

GRADE 7

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts	• Using a novel with a theme that relates to cultural diversity, such as *Angel Square*, students discuss character development and stereotyping.
• explain how differing perspectives and unique reactions expand understanding	• In a discussion about Remembrance Day, a student who is a recent immigrant from the Netherlands remarks, "Canadian soldiers helped to liberate my country during World War II. Dutch people really are grateful to Canadians." A fellow student comments, "This is surprising to me. World War II was such a long time ago that I didn't think it could affect someone's life today."
Relate texts to culture	
• identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities	• While studying family relationships, students identify the similarities and differences among families in: the videocassette *Spirit Rider*, the poem *Together*, the short story *The Education of Grandma* and the novel *The Summer of the Swans*.
Celebrate accomplishments and events	
• select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments	• For a special writing celebration, students prepare appropriate speeches as the introducer, the presenter and the recipient of an award.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Use language to show respect	
- demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts	- After reading the first chapter of *Winners*, students discuss Jordy's predicament: what it would be like to live in foster homes, to move to a rural area, to live with a grandfather he does not know. They discuss what it would be like if they had to move in with a relative. They begin to understand the complexity of mixing cultures. - Students write a group thank-you letter to express appreciation to a guest speaker who spoke on an unpopular topic, such as: "Students should wear uniforms" or "Twelve-year-olds should sometimes be tried in adult court." - During a debate on whether fast food should be sold in the school cafeteria, a students says, "I agree with you that most kids like French fries, but a baked potato is more healthy."

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• contribute collaboratively in group situations, by asking questions and building on the ideas of others	• While making a videocassette presentation, students comment. Student 1: We need some shots in the park when it's getting dark to add to the scary feeling. Student 2: Yes, my Dad goes there to run. If I can borrow the camera I could go there tonight. What shots do you think we need?
• take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs	• While preparing a group videocassette report for Education Week, students assume the roles of reporter, recorder, camera operator, director and props master. As a disagreement arises, the director says, "Maybe it would be helpful if the reporter stays in one place, because the camera operator is getting dizzy trying to follow with the camera." • Even though her role was to record and report, a student acted as a mediator when two people argued about who would be the camera operator.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work Within a Group (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Work in groups</td><td></td></tr>
<tr><td>• contribute ideas, knowledge and questions to establish an information base for research or investigations</td><td>• As an introduction to the study of ecosystems, groups of students compile a list of everything they know about the topic. From the list, students identify which ideas require further research.</td></tr>
<tr><td>• assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view</td><td>• After reading and studying <i>Locked in Time</i>, students brainstorm culminating activities to share their interpretations of the theme of the novel.
• In order to produce the play <i>Let Me Hear You Whisper</i>, a group of students decides such things as how the play will be presented, how the character roles will be assigned, who will be the director and who will be the sound director.</td></tr>
<tr><td>Evaluate group process</td><td></td></tr>
<tr><td>• evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement</td><td>• Using a checklist, students evaluate their individual contributions to group work.
<table>
<tr><td>• Listened respectfully to others.</td><td>Yes</td><td>No</td></tr>
<tr><td>• Participated by sharing ideas.</td><td>Yes</td><td>No</td></tr>
<tr><td>• Made sure that good ideas were recorded.</td><td>Yes</td><td>No</td></tr>
<tr><td>• Reread our writing in order to make revisions.</td><td>Yes</td><td>No</td></tr>
<tr><td>• Encouraged others to share their ideas.</td><td>Yes</td><td>No</td></tr>
</table>
• In a journal entry, students evaluate their individual contributions to group work.
– I worked well today at/with _____ because______.
– I did not work well today at/with_______ because______.
– A goal for my next group assignment is________________ because_____________.</td></tr>
</table>

Grade 7 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 8

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 8 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 8

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
Express ideas and develop understanding	
• revise understanding and expression of ideas by connecting new and prior knowledge and experiences	• While reading *Cowboys Don't Cry*, students discuss how they visualize the confrontation between the principal and the father. They view the scene in the movie and continue their discussion. Student 1: The movie was different from all of our ideas. Student 2: Yes, I had it clear in my mind, but I can see there are other ways. Student 3: Films are harder to make than I thought. There are lots of decisions to be made. • During a class discussion, after viewing a film or presentation on drinking and driving, a student says, "I didn't know that only one drink could affect your judgement." • Students create tableaux of scenes from such books as *The Return*, where the characters are threatened by danger, and compare them to their own experiences.
• review, reread and reflect on oral, print and other media texts to explore, confirm or revise understanding	• After reading stories, such as *Wolf Pack*, *The Proof*, *Stranger in Taransay* or *Side Bet*, students realize that the stories are all about survival. Students recall the texts and reread parts as they create a web of the many interpretations of survival. Student 1: One thing survival means is staying alive in rough country. Student 2: Yes, but it also means being sound mentally when times are tough. • Students write about how their opinions of rats are changed or confirmed after reading the short story *Side Bet*. One student writes: "I used to think rats were dangerous animals that wanted to harm us. Now I realize that rats are not like that and that they are important to scientific and medical research."
• seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences	• Before writing a journal entry on a poem, such as *I Grew Up*, *Lake of Bays* or *The Dare*, students discuss the poem. • Students take part in a school-sponsored chat line discussion on topics of interest, such as curfews and homework.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Experiment with language and forms	
• discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences	• While exploring the theme of fear, students read stories, such as *The Proof* or *Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family*, and poems, such as *I Am Afraid*, and watch videocassettes, such as *Never Cry Wolf*. Student 1: I think the stories paint a more complete picture, because they have more detail. Student 2: Poems create impressions of fear and help you reflect on your own thoughts and feelings. Student 3: When I watched the movie again to really listen to the music, I could hear how it added to the suspense. • After studying the advertising techniques used to promote soft drinks, students discuss whether to make their views known through letters to the makers of soft drinks, an editorial in the school newsletter or an article describing how soft drinks are promoted. They decide that the article would give information to other students but that an editorial or the letters would best allow them to express their point of view on the topic.
Express preferences	
• pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers	• A student decides to look for more novels by Monica Hughes because reading *The Keeper of the Isis Light* was so enjoyable. • During a nature study in art class, a student looks at different styles of nature paintings, decides that Robert Bateman's style is a favourite and goes to the library to find a book about his paintings.

GRADE 8

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
Set goals	
• examine and reflect on own growth in effective use of language to revise and extend personal goals	• When talking about an upcoming poetry unit, a student says, "I've never liked poetry that much, but this time I'm going to give it a chance." • Students use their portfolios to set goals for the next term. One student comments: "Next term I am going to improve the details of my writing, by using more descriptive vocabulary, more specific verbs and more realistic dialogue. I'll also be more careful with my spelling and grammar."

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and perspectives	• A student writes in a journal about being pleased with sharing the first draft of a story with a friend, because a better idea for the ending of the story was obtained. • After listening to a presentation by a guest speaker in a wheel chair, a student says, "It was really good to have a guest speaker, because I didn't realize before how important it is not to park in handicapped spaces at the mall."
Combine ideas	
• exchange ideas and opinions to clarify understanding and to broaden personal perspectives	• To gain a more complete understanding of what it means to be a hero, students share ideas about heroes from their personal experiences; from reading or listening to a poem, such as *The Universal Soldier*; from reading short stories, such as *Operation Survival* or *By the Waters of Babylon*; from reading or viewing news reports or documentaries; or from viewing videocassettes or movies.
Extend understanding	
• reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others	• After reading the first chapter of a novel, a student thinks it will not be enjoyable. As the student reads on, the story becomes appealing. The student reflects in a reading log that, in the end, it was an enjoyable book to read. • A student posts a draft personal response to a poem on the electronic bulletin board and asks for feedback from other students. The student revises the writing based on this feedback.

GRADE 8

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• use strategies to supplement and extend prior knowledge and experience when interpreting new ideas and information	• When starting a study of the historical novel *The Witch of Blackbird Pond*, students listen to the introduction provided by the teacher, look for books or movies about the historical time period, and ask other people, such as other students or family members, what they know about that time period.
• use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences	• Students read *The Different Ones* and discuss the surprising outcome of the play. They then read the beginning of *The Whole Town's Sleeping* and predict the outcome based on their previous reading of *The Different Ones*. • One student helps another to choose a novel. Student 1: Have you read this book? Student 2: No, but it's by Farley Mowat, so it's probably about animals. • A student reads the novel *Beyond the Western Sea, The Escape from Home* and then chooses to read the sequel *Beyond the Western Sea, Lord Kirkle's Money*.
Use comprehension strategies	
• enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages	• After students read *The Third Gift*, they write down the main idea and supporting details of the story. They discuss with others, rereading sections of the text to clarify or confirm understanding.
• monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension	• A student selects a poem and reads to the end of the first stanza, underlining any words or expressions that are not understood. The student asks questions to clarify understanding and then rereads the poem more closely. • Using their knowledge of geography, students scan *Wilderness Adventure: Fifty Below* to find clues about the location of the story.
• take notes, make outlines and use strategies such as read, recite, review to comprehend and remember ideas and information	• A student reads a section in a text on the Cordillera, takes notes and rereads to check that all the key points are included. • Students brainstorm some questions about a current topic of interest and, as they read a newspaper article about that topic, jot down the answers to their questions.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use textual cues	
• identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently	• When reading, students use guide words in dictionaries to locate words efficiently, and confirm their meanings. • A group of students who like snowboarding locate information on the Internet, using the assistance of search engines, web sites, hot links, video clips and icons. • Working within the constraints of a budget, students consult catalogues and online resources to plan their wardrobes for the coming season.
• identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life	• Students use the table of contents to locate the article featured on the front cover of a popular teen magazine. • Students predict the section of a newspaper, such as entertainment, city, sports, leisure or lifestyle, in which they would find out about the proposed development of a skateboard park. • Students create a board game and write instructions for players to follow. They then observe other students playing the game to assess the effectiveness of their instructions.
Use phonics and structural analysis	
• choose and use strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement	• Students list words that they encounter in their reading with which they are unfamiliar or have trouble remembering the meaning. • When writing, a student says, "I know I don't notice my spelling errors when I proofread my work, so I'll be sure to ask my partner to highlight any errors seen. I'll also use a dictionary to check word meaning."
Use references	
• use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning	• When students are writing or revising, they choose words to convey a particular shade of meaning by selecting from a choice of words in a thesaurus.

GRADE 8

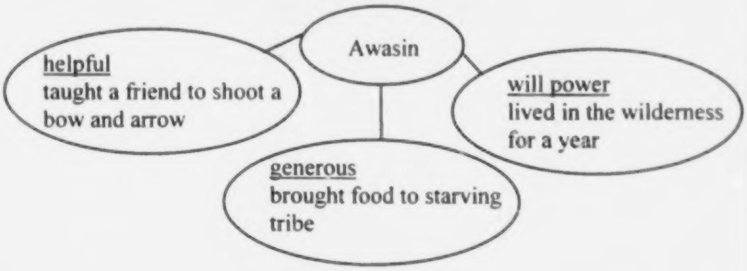
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs	• Students study myths from a variety of cultures on a common theme, such as creation, the Tree of Life, monsters, the flood and tricksters, and write about the similarities and differences. • Students read poems, such as *Fifteen* or *Mallory Wade, Period 2, Room 107*, stories, such as *A Family Likeness*, and teen magazines; view teen art/graffiti and music videos; and listen to music and guest speakers to develop and discuss the idea of what it means to be a teen.
• write and represent narratives from other points of view	• Students choose one of their own stories and redraft it from another character's point of view. • Students role play a scene from a book from the point of view of two different characters; e.g., *Beauty: A Retelling of the Story of Beauty & the Beast*. • Students write about the Frank Slide from the point of view of a reporter covering the event, a survivor talking to friends and a tourist who visited the historic site recently.
• expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view	• Students individually decide what the poem *In Just* is about, and in discussing their view with others, realize there are many interpretations. • Students work in groups to dramatize a poem, such as *The Dare* or *The Shooting of Dan McGrew*, or a children's story, such as *The Paper Bag Princess* or *The Three Little Pigs*, and compare interpretations.
• explain connections between own interpretation and information in texts, and infer how texts will influence others	• Students describe their feelings after reading about the treatment of Japanese Canadians in World War II in *Exiled*. They identify the content and features of the text that lead to other feelings.
• make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts	• Students view a biographical videocassette about Farley Mowat and discuss how his experiences shaped his stories. Student 1: Mowat wrote *Never Cry Wolf* to teach us that wolves are not a threat to humans. Student 2: He learned this when he worked as a naturalist. • After reading *Homecoming*, students read about the author's life and one student says, "I never realized that authors put so much of their lives into their books."

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Construct meaning from texts	
• interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others	• While reading *On the Sidewalk, Bleeding*, students discuss why Andy made the choice to take off his jacket before he died and if they would make the same choice. • When reflecting on the character Shane Morgan in *Cowboys Don't Cry*, a student writes, "I can identify with Shane because I remember at the beginning of Grade 8 when I was new at this school, I felt left out, but then my life improved when I got to know people." • Students consider alternative choices open to characters and role play these choices to explore possible outcomes.
• identify and describe characters' attributes and motivations, using evidence from the text and personal experiences	• Students choose a character from a novel and create a monologue defending the character's actions. • Students read *Lost in the Barrens* and in groups create a character web to describe Awasin's personal attributes.  Awasin helpful taught a friend to shoot a bow and arrow will power lived in the wilderness for a year generous brought food to starving tribe
• discuss various ways characters are developed and the reasons for and plausibility of character change	• When discussing the main character in *Lisa*, a student says, "One of the ways Lisa's character is revealed is by the way she helps the brother out of a dangerous situation. Another way is …" • Students create a storyboard to illustrate key points in the development of a character.
• compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas	• Students compare *The Keeper of the Isis Light* and *The Iron-Barred Door* and fill in a graphic organizer showing similarities and differences between the two texts.

GRADE 8

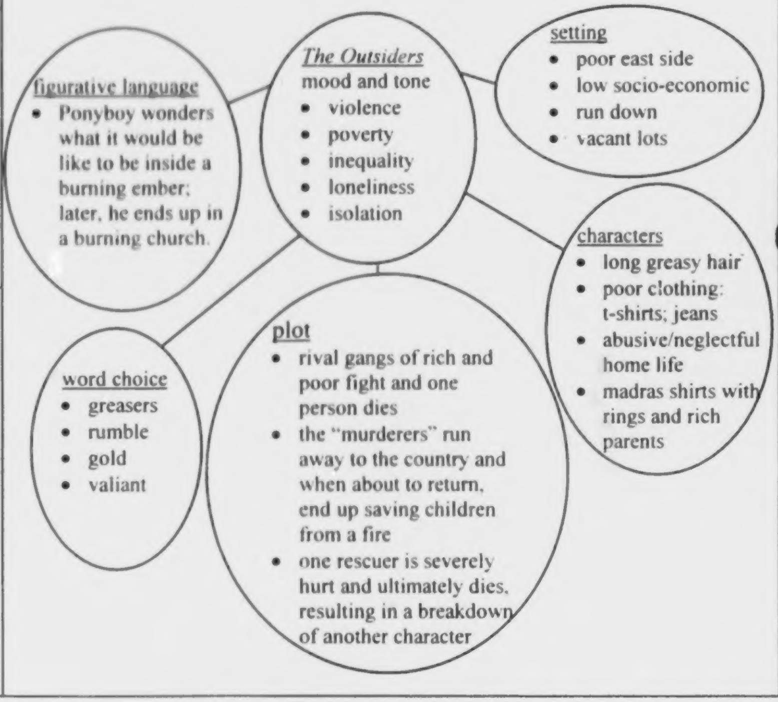
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Appreciate the artistry of texts	
• discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts	• After reading *Spellbound*, students realize how the rhythm and use of words create a picture of a very barren place, thus complementing the theme. • After watching a variety of videocassettes, students tell how some of the visual techniques enhance the theme and mood; e.g., zooming in makes the object more closely connected to the audience. • Students view the opening scene from different film versions of *Little Women* and discuss which set the tone for the movie most effectively. One student responds: "I always thought that the newest movies were the best. But I've learned a lot from looking at the older versions."
• identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive (continued)	• After reading *The Open Window*, students describe how the open window is a focal point for the development of the plot. • After reading *No Word for Goodbye*, students describe how the remote setting of the summer cottage helped Ken and Paul become friends and learn about each other's cultures.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Appreciate the artistry of texts** • identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone	• Students develop a class web to explore how the elements of the novel *The Outsiders* work together to create mood and tone.  *The Outsiders* mood and tone • violence • poverty • inequality • loneliness • isolation figurative language • Ponyboy wonders what it would be like to be inside a burning ember; later, he ends up in a burning church. setting • poor east side • low socio-economic • run down • vacant lots characters • long greasy hair • poor clothing: t-shirts; jeans • abusive/neglectful home life • madras shirts with rings and rich parents word choice • greasers • rumble • gold • valiant plot • rival gangs of rich and poor fight and one person dies • the "murderers" run away to the country and when about to return, end up saving children from a fire • one rescuer is severely hurt and ultimately dies, resulting in a breakdown of another character

GRADE 8

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
Understand forms and genres	
• discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience	• Students describe ways they might use different science magazines—children's popular, specialist—during a project on the environment. • Students look at a number of stories written for young children, teens and adults and discuss what makes each appropriate to its purpose and audience.
• compare the usefulness of different types of media texts	• Students compare the treatment of a major news or sports story by a variety of media, such as newspapers, magazines, television, radio and the Internet, and compare how informative each of these accounts is. Student 1: The radio, television and newspaper accounts are all current. Student 2: The live coverage on the television gave me a sense of being there. Student 3: The magazine has more background articles and information. Student 4: On the Internet, I can link from the story to other web sites.
Understand techniques and elements	
• distinguish theme from topic or main idea in oral, print and other media texts	• While listening to the song "My Heart Will Go On," a student says, "I know the song is about the Titanic, but I think the song has meaning for everyone because it is also about how the special beauty of a moment can last forever."
• identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective (continued)	• Students make such statements as: "I know the hero is honest because of what the character says and does and because of some of the narrator's descriptions, such as …" • Students have a panel discussion about the character motivations in such stories as *Dragonsong* or *Exiled*.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued) **Understand techniques and elements**	
• compare and contrast the different perspectives provided by first and third person narration	• Students create a chart to show how they understand characters and stories differently when reading first or third person narration, using such texts as *Exiled* and *Wolf Pack*. • Students read two stories with the same theme, such as war, one written in the first person and one written in the third person, and describe the different insights each narration provides.
• summarize the content of media texts, and discuss the choices made in planning and producing them	• Students discuss the visual and auditory clues that signal the entrance of the villain in a television detective story. • Students describe the visual imagery chosen to illustrate the words of a song in a music video and discuss how effectively the theme is communicated. • When viewing news clips: Student 1: On the clip about the golf tournament, they didn't show any golf, just the golfers talking in the parking lot. Student 2: The close-ups of the Folk Festival made me feel like I was actually there. Student 3: I wish they hadn't cut the interview off even though they were short of time. It didn't really make sense, since you couldn't hear all that the person had to say. • Students take the role of television executives and plan a new show for a specific audience or purpose; e.g., for children, for adolescents, to encourage tourism in Alberta.
Experiment with language	
• identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood	• Students look closely at a popular song or music video to determine why it is so popular; e.g., impressions created by the words, images, beat, group. • Students plan an advertising campaign to promote clothing or an invention that they have created. • Students look at examples of popular cartoons to identify ways in which cartoonists create humour; e.g., understatement, irony, hyperbole, personification.

GRADE 8

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• create oral, print and other media texts related to issues encountered in texts and in own life	• Students create texts on relevant and interesting topics with themes they have encountered in texts; e.g., good overcomes evil—*A Wrinkle in Time* or *Lisa's War*. • As part of an autobiography project, students create a visual metaphor for their journey through life; e.g., highway, space ship, snakes and ladders or game, and represent important events, experiences or stages with drawings, photographs, journal entries, captions and slogans. • Students compose and present a radio news item, a television news item and a newspaper article based on a dramatic incident in a novel.
Elaborate on the expression of ideas	
• retell oral, print and other media texts from different points of view	• After reading *Anne of Green Gables*, students tell about Anne's arrival at Green Gables from the points of view of Anne, Marilla, Matthew and a neighbour. • Students retell favourite fairy tales from a different point of view; e.g.: "I wrote Cinderella from the stepsisters' point of view and it started like this: 'Our mother married an old man with a brat of a daughter. Her hair was so perfect and she looked so neat that we disliked her from the start.' "

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
Structure texts	
• create oral, print and other media texts with both main and minor characters	• A student writes a story about a group of four friends in which there is a conflict between two characters. • A student writes a story in which he is the hero. His development of the villain, who provides a contrast but whose portrayal is more limited, makes the hero's characteristics more clearly defined.
• choose forms or genres of oral, print or other media texts for the particular effects they will have on audiences and purposes	• A student creates a children's story in verse that has both rhyme and rhythm and reads it aloud to an elementary class. • A student writes a business letter to a company, complaining about the poor quality of merchandise, and compares it to a diary entry written about the same topic. • To present the topic of preventing bullying in schools, students choose appropriate forms for different grade levels, such as a puppet play, role play, videocassette and panel discussion.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• experiment with several ways to focus a topic, and select a form appropriate to audience and purpose	• When preparing to present a student perspective to the school administrators on an issue of concern; e.g., carrying book bags, using a particular door, food available at canteen, eating on the gymnasium floor, students brainstorm a number of possible ways to present the issue. They decide to have one speaker state the student view on the problem, another student present the results of a survey and another speaker present possible solutions.
• identify and trace the development of arguments, opinions or points of view in oral, print and other media texts	• A student reads a newspaper editorial, determines the position taken by the writer and then lists the evidence given to support the position. • Students view a documentary on an issue that has two opposing viewpoints. In groups, students list the important points in each argument. • Prior to taking part in a debate on a topic related to healthy lifestyles, students prepare arguments on both sides of the issue.
Determine information needs	
• select the most appropriate information sources for topic, audience, purpose and form	• Students write two kinds of articles—one narrative and one persuasive—on a typical teen activity, such as skateboarding or shopping at the mall, and select content required to achieve their purpose. • Students recommend the same movie to two different audiences, such as teens and adults, and choose specific examples from the movie to support recommendations to each group.
Plan to gather information	
• choose a plan to access, gather and record information, according to self-selected parameters	• Students brainstorm careers that may be of interest to them and possible sources of information that will help them develop an understanding of the careers. They decide to gather information about: level of education needed, kinds of work they would do, money they could earn and places they could work.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Specific Outcomes	Illustrative Examples
Use a variety of sources	
• obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research	• In creating a biography about a favourite sports personality or entertainer, students explore a variety of sources to gather information about the person. • Students consult resources, such as travel magazines, maps and online airline schedules, to plan the itinerary for a holiday.
Access information	
• expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information	• Students become familiar with the style of particular texts; e.g., play scripts, which are organized to provide stage directions, and atlases, which provide physical, political and economic maps and indices. • Students discuss how the set design, lighting and sound effects contributed to the effectiveness of a play they attended.
• record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations	• Students read a section in a text; summarize, in their own minds, what they have read; and write key ideas in their own words. • A student uses a chart to jot down key ideas when reading, listening or viewing.
• adjust rate of reading or viewing to suit purpose and density of information in print or other media texts	• After reading a nonfiction article, such as *Seven Steps to Better Thinking*, students scan and list the main points by using the subtitles and topic sentences. After scanning, they read the information at a slower rate, trying to remember the details.

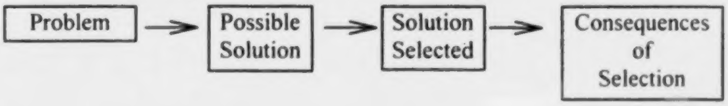
General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process (continued)

Specific Outcomes	Illustrative Examples
Evaluate sources	
• develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project	• When considering information on a particular question, such as "Should drugs be tested on animals?" or "Should cloning be legalized?", students discuss useful criteria and apply them in their research. – Is there enough information or too much? – Is the information relevant and accurate? – Is the writer an expert or is the writer reporting other sources? – Is the information fact, not opinion? – Is the information unbiased, or does it represent a particular interest? – Is the information source reliable? Is it consistent with other sources? – How recently was the information published?

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
• organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause–effect relationship	• After reading *Polar Passage*, students create a story map that shows major landmarks, important events and emotions related to the story. • Students develop flow charts to depict the plot of a story.  Problem Possible Solution Solution Selected Consequences of Selection
• organize ideas and information to establish an overall impression or point of view in oral, print and other media texts	• For a presentation on the question "Should the world's rain forests be cut down?" students organize ideas into a report with an introduction, key points and supporting details, and conclusion that presents their chosen point of view. • Students create or select graphics that focus their intended audience on key ideas in a multimedia presentation.
Record information	
• make notes in point form, summarizing major ideas and supporting details; reference sources	• Using jot notes, students summarize the major ideas and supporting details of a chapter in a textbook. • A student creates and uses a retrieval chart for note-taking.
(continued)	

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Record information	
• discard information that is irrelevant for audience, purpose, form or point of view	• As students work on researching commercial development in a national park, they decide to focus on the development of skiing areas and discard information, such as housing issues, that no longer meets their purpose or focus. • A student writes a report on an issue of interest, such as teen violence. Later the student decides that the topic would be a good choice for the class magazine and rewrites the report as a magazine article, omitting unnecessary information.
• use a consistent and approved format to give credit for quoted and paraphrased ideas and information	• Students follow the teacher's guidelines or use a guide, such as the *Language Arts Survival Guide*, as a reference to cite oral, print, videocassette and Internet sources.
Evaluate information	
• evaluate the relevance and importance of gathered information; address information gaps	• Students review gathered information on a particular topic to determine if it is sufficient and appropriate to support chosen points of view. • Students develop questions they think their audience would ask about the topic and see if the information gathered would answer these questions.
• incorporate new information with prior knowledge and experiences to develop new understanding	• In a group, students share their own knowledge of a topic, listen to the views of others and combine their ideas to present a group point of view.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
- communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries	- Students create a display or presentation of a geographic region of Canada, using presentation software, a static display or a poster. - For a class presentation on Remembrance Day, students produce a short documentary or videocassette about what it means to be a Canadian.
- integrate appropriate visual, print and/or other media to inform and engage the audience	- Students audiotape interviews with classmates about their favourite kinds of music and add examples of this music to a presentation about the interviews. - Using narration and sound effects, students create a slide show about consumer product testing. - Students design a poster for advertising a special event in the school.
Review research process	
- assess the research process, and consider alternative ways of achieving research goals	- In a journal, a student writes what worked well in a research project or presentation, what needs to be changed and how these changes will be made next time; e.g., "I thought that I had enough information in my report on problem gambling, but I missed a whole section on how addictive video lottery terminals can be." - When talking about a presentation on hobbies, a student reflects that it would have been more interesting to bring in an aquarium to show the fish, instead of showing photographs.

GRADE 8

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• share draft oral, print and other media texts in a way that will elicit useful feedback	• After reading a draft of a mystery story aloud, a student asks for suggestions on building more suspense and excitement and asks if the ending needs improving. • After writing the first draft of a monologue, students use a conference area to practise their monologues and to obtain suggestions for improvement.
• evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions	• When discussing the class Display of Learning, a student says, "My project wasn't as popular as some others because it just sat there. Others had music playing and wore costumes, so people wanted to see what their projects were all about."
Revise and edit	
• revise by adding words and phrases that emphasize important ideas or create dominant impressions	• Students edit personal writing or a peer's writing by underlining ideas that are incomplete or poorly expressed. The author then chooses words or phrases that add richness to the writing. • Students add specific words or phrases, use repetition, or move key ideas to the beginning of sentences to emphasize parts of a story or create particular feelings, such as foreboding or excitement.
(continued)	

GRADE 8

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Revise and edit	
• revise to enhance sentence variety, word choice and appropriate tone	• In groups, students read and discuss their writing and make specific suggestions for revision. • A student writes a letter to a friend about a quarrel and then revises it so that the tone is not spiteful or demeaning.
• enhance the coherence and impact of documents, using electronic editing functions	• When revising their writing, students use cut and paste functions to rearrange and strengthen the impact of their ideas.
• use paragraph structures to demonstrate unity and coherence	• Students write paragraphs using sentences that focus on the main idea. They use unifying and transitional expressions, such as *in addition*, *however* and *next*, to show how their ideas are related. • In groups, students work with writing samples to explore options for restructuring and clarifying ideas.
Enhance legibility	
• vary handwriting style and pace, depending on the context, audience and purpose	• Students select: – a handwriting style suitable for note-taking, such as abbreviations, manuscript or cursive – fonts suitable for a poster or advertisement – a handwriting style suitable for cards and letters.
(continued)	

GRADE 8

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Enhance legibility	
• choose an effective format for documents, depending on the content, audience and purpose	• Students use word processing tools and functions to enhance the presentation of a report; e.g., centring the title, left justifying the text, highlighting points with boldface and bullets, using different font styles and sizes.
Expand knowledge of language	
• explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors, such as popular culture, technology, other languages	• Students develop a list of words that have new meanings or are new to the English language; e.g., hard drive, virtual school, laptop, mouse. • Students identify words, as they encounter them in their reading, that are no longer in common use or whose meanings have changed.
• infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes	• Students use such phrases as "I heard the summer sea murmuring to the shore …" from *The World Voice* and "He moves like a black cloud over the lawn …" from *Spring Storm* to explain how the literal meaning and figurative meaning of the words work together to create impressions and visual pictures. • To represent the figurative and literal meanings, students create posters of such familiar expressions as *raining cats and dogs*.
Enhance artistry	
• experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood	• The class develops a videocassette album of poems that use figurative language. The students use voice intonation and music to enhance their performance. • Students choose a piece of music to accentuate the mood or tone of a poem, such as *Our Revels Now are Ended*. They present the poem, with the music playing in the background. They then explain their choice of music and its relevance to the poem.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• use words and phrases to modify, clarify and enhance ideas and descriptions in own writing	• Students choose words and phrases that match their observations of the intensity of the fall colours on a bright, sunny day. • Students select words and phrases carefully when writing or giving instructions so that the instructions are clear to the intended audience.
• use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting	• Students read *Rosie's Walk* and observe that it is one complex sentence. In groups, students rewrite the story, using simple or compound sentences, and look at the effects the changes have on the story. They then use their insight to enhance their own writing. • Using work from their writing portfolios, students combine three simple sentences into one sentence and then discuss the resulting differences in meaning and effectiveness.
• use correct pronoun–antecedent agreement in own writing	• Students reread their writing to check for pronoun–antecedent agreement and revise, as necessary; e.g., in the sentence "The hockey team's web site is very good because they have videocassettes of the players in action." the student changes *they have* to *it has*.
• use verb tenses consistently throughout a piece of writing	• Students reread their writing to make sure they haven't alternated between past and present verb tenses, and revise, as necessary; e.g., in the sentence "Yesterday I was talking to my friend and she says she was sick, too." the student changes *says* to *said*.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to spelling	
• develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts	• Students record lists of words related to particular projects or assignments. • Students compose a personal list of frequently misspelled words. They then highlight errors in their writing, study the words and make a special check to ensure they use the correct spellings of these words. • Students create a prompt for memorizing the correct spellings of especially difficult words, such as remember the "bus" in business.
• use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing	• Students create a dictionary of terms in particular subject areas. They write the definition or create a drawing or diagram.
• identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose	• Students find a variety of magazine advertisements that: – use uncommon spellings of words – use words that could be catchier by using alternative spellings. • Students discuss the effectiveness and appropriateness of such words and names as Congradulations, Hair Port, Kiddie Kone and Ken's Kar Kare.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to capitalization and punctuation	
• use hyphens to break words at the end of lines, and to make a new word from two related words in own writing	• When writing, students correctly hyphenate, at the end of lines, such words as recog-nize, read-ing and dis-appoint. • Students use hyphens to combine related words such as well-known, self-help and greyish-black.
• identify semicolons, dashes and hyphens when reading, and use them to assist comprehension	• When reading a sentence, a student recognizes from the use of a semicolon that the sentence parts are related to each other and are of equal value.
• use parentheses appropriately in own writing	• Students use parentheses in such sentences as "The settlers built sod houses (see the picture on the next page) to keep them warm in the winter." • Students revise their sentences to remove unnecessary parentheses; e.g., "Sara (who is my cousin) lives in Ontario." becomes "Sara, who is my cousin, lives in Ontario."
• use appropriate capitalization and punctuation for referencing oral, print and other media texts	• Students use a writer's handbook, class chart or information from the teacher to capitalize and punctuate references correctly.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• plan and facilitate small group and short, whole class presentations to share information	• A student plans to use a trifold poster as a visual organizer for a small group presentation and to conclude the presentation with opportunities for questions and discussion. The student prepares a few discussion questions in case group members are shy or quiet. • Students plan and take part in group projects during a class celebration of learning.
Enhance presentation	
• present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience	• Students plan advertising campaigns to market a product to different audiences, such as children and parents. • Students prepare two brochures—one to attract tourists and one to attract businesses—for specific regions of Canada. • Students make posters advertising a school play that will appeal to elementary students.
Use effective oral and visual communication	
• plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications	• When planning a dramatic presentation of a poem for a formal occasion, students practise in front of their peers and ask for feedback on overall effect, suitability of the poem, pacing and clarity of voice. They consider the feedback and make adjustments.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
Demonstrate attentive listening and viewing	
• anticipate the organizational pattern of presentations, and identify important ideas and supporting details	• As the class begins, students anticipate what will be happening: introduction of new material, discussion, review or group activities. They then prepare to respond appropriately by participating in discussion, taking notes and asking questions.
• use appropriate verbal and nonverbal feedback to respond respectfully	• Students present oral feedback after a presentation by a peer. They stand up, speak clearly and distinctly, use language that shows respect for the individual who made the presentation, and face the presenter while speaking. • Students respond by asking questions to clarify or extend ideas, offering examples related to the presentation, paraphrasing ideas, taking part in group activities related to the presentation and laughing at humorous parts.

GRADE 8

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts	• Students discuss what it would be like to be a part of a family or community in a setting depicted in a story or text they have read; e.g., *The Witch of Blackbird Pond*, *Cowboys Don't Cry* or *The True Story of Lilli Stubeck*.
• clarify and broaden perspectives and opinions, by examining the ideas of others	• A student says, "I used to think that friendship was just calling people up or doing things with them. But when we discussed friendship in class, I realized that friendships are hard work and not just for good times. The teacher told me about still having friends from school and that they keep in touch by letters and email. When they get together it's like they've never been apart."
Relate texts to culture	
• compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history	• Students examine the ways in which different kinds of texts portray various events and people in history, such as the Riel Rebellions, settlement of the prairie provinces, the Depression or the Japanese internment. Students summarize important similarities and differences in the portrayals and discuss reasons for these.
Celebrate accomplishments and events	
• participate in organizing and celebrating special events, recognizing the appropriateness and significance of the language arts	• Students assist in preparing a presentation about their school for an Education Week display in a library or shopping mall. Photographs, samples of student work, quotes from students and slogans are included. • A student introduces a guest author by giving a brief biography, talking about the books she has written and relating an anecdote about a favourite book of hers.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
Use language to show respect	
- use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities	- Students share examples of language being used in ways that include or exclude others; e.g., in school hallways, in movies or on television, by adults. They role play situations and discuss alternative choices for language use. - Students use terms such as firefighters instead of firemen and, when revising their writing, ensure that their language is inclusive.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group	• In small groups, students discuss a question, such as: "Should students be allowed to wear hats in school?" They prepare a presentation on the question that acknowledges different points of view within the group, but proposes ideas that are agreeable to everyone.
• use opportunities as a group member to contribute to group goals and extend own learning	• As students in groups brainstorm and list the qualities of a good citizen, they ask questions of each other to clarify their own thinking, such as: – Are people good citizens if all they care about is getting a new school for their neighbourhood? – Should people vote in elections, even if they don't agree with any of the candidates?
Work in groups	
• contribute ideas, knowledge and strategies to identify group information needs and sources	• In order to develop a promotional campaign for a movie version of a novel or short story, students brainstorm strategies for advertising, determine what information and materials they need, and identify where the information and materials can be found.
• organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frame, and reviewing progress	• When starting a group project on safety and consumer products, students decide who will be responsible for finding information in the library or on the Internet; who will arrange for guest speakers; and who will design and produce overhead transparencies, visuals and props. The students review progress and timelines and make adjustments, as necessary.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process	
• evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement	• When completing a project, students make suggestions, such as: Student 1: Next time I'll try to get the group to stick to the timelines so we're not so rushed at the end. Student 2: It would have been easier if we'd figured out what we wanted to do at first. We should have limited our topic. Student 3: I'm going to offer more ideas next time, instead of being so quiet. Student 4: I really like how we used the Internet to find information.

Grade 8 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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Illustrative Examples

for

English Language Arts

Grade 9

January 2000

Alberta
LEARNING
Curriculum Standards Branch

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 9 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 9

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Express ideas and develop understanding</td><td></td></tr>
<tr><td>• talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view</td><td>• After discussing their own points of view on a topic, such as “daring to be different” or “making the best choices for me,” students read poems, such as <i>Warning</i> and <i>Advice to the Young</i>. They reexamine their opinions in light of the poems and create a collage representing their point of view.
• A group of students gathers information on curfews from the library, the local newspaper and interviews with other students and the local police. The students decide that a curfew in the community would be a good way to deal with vandalism, and they write an editorial for the school newspaper.</td></tr>
<tr><td>• explore and explain how interactions with others and with oral, print and other media texts affect personal understandings</td><td>• Students write a response to the poem <i>Sporting Words</i> and, as a class, develop three questions about the poem that they then discuss with others. They write a new response to the poem, and discuss how and why this response is different from the first one.</td></tr>
<tr><td>• extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts</td><td>• Students view a cartoon, news story or a video clip on an issue of relevance to teenagers; e.g., graduated drivers’ licences for new drivers. In groups, students role play people with different perspectives on the issue—parent, police officer, new driver, insurance agent—and discuss the issue from those points of view.
• Students choose to read the poem <i>Fifteen</i> from different points of view; e.g., a motorcyclist, a mother whose child wants to buy a motorcycle, someone who had a motorcycle accident. They write responses from those points of view.
• As they read, student complete a KWL chart and use this to discuss how their views have changed.
<table>
<tr><th>What I Know</th><th>What I Want to Learn</th><th>What I Learned</th></tr>
<tr><td></td><td></td><td></td></tr>
</table>
</td></tr>
</table>

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Experiment with language and forms
• develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts</td><td>• Students describe different facets of their lives; e.g., child, sibling, friend and student, in a variety of forms, such as collage, videocassette, drama, story and poem.
• Students write about a topic; e.g., a skiing accident, in such diverse forms as a news article, a part of a letter; a journal entry; and a dialogue with a friend, doctor or parent.</td></tr>
<tr><td>Express preferences
• explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers</td><td>• In a round table discussion, or by adding to a portfolio of favourite authors and texts, students identify their favourite authors, texts, writers, artists, storytellers and filmmakers, and give reasons for their choices.
• After watching preselected portions of two videocassette recordings that have a similar theme, students complete a chart to compare and contrast the videocassettes. They use the chart as a prompt to discuss or write about which portrayal of the theme they prefer.
<table>
<tr><th></th><th>Videocassette 1</th><th>Videocassette 2</th></tr>
<tr><td>Plot</td><td></td><td></td></tr>
<tr><td>Setting</td><td></td><td></td></tr>
<tr><td>Characters</td><td></td><td></td></tr>
<tr><td>Visual Effects</td><td></td><td></td></tr>
<tr><td>Sound Effects and Music</td><td></td><td></td></tr>
</table></td></tr>
<tr><td>Set goals
• reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals</td><td>• Students select samples of their work that illustrate their strengths, areas in which they have shown progress, special accomplishments and areas they want to improve. They use these samples in a conference with the teacher to set goals for the next term.</td></tr>
</table>

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
Consider others' ideas	
• integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts	• During a study on leaders and leadership, students record comments in their journals to show how their views on leaders and heroes are developing and changing. Student 1: When I first learned about Dr. Mary Jackson and Emily Murphy in Grade 4, I didn't see them as leaders, but when I think about the contributions they made to our province I realize that they were. Student 2: I used to think that all the great civil rights leaders were dead, but people like Desmond Tutu and Nelson Mandela are still working now for their beliefs. I checked out a web site and found current information. Student 3: When I browsed through *Canada Firsts*, I was surprised how many inventions were made by Canadians. My Mom has diabetes and needs insulin. That was discovered by Frederick Banting and Charles Best at the University of Toronto. • After reading chapter one of *The Pigman*, students discuss how John's view of what it means to be a teenager is related to their own; e.g., "John's view is that the teenage years are for kids to have fun and get into trouble. I think teenagers should have fun but shouldn't get into trouble."
Combine ideas	
• examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships	• Students read the short story *On the Sidewalk, Bleeding*. After a brief discussion of what happened to Andy, each student writes a response to the story from one of the following points of view: Andy, Andy's girlfriend, a police officer, a gang member and a bystander. Students meet in groups of five—each with a response from a different point of view—and read their responses aloud.

General Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
Extend understanding • assess whether new information extends understanding by considering diverse opinions and exploring ambiguities	• While preparing for a debate on a topic of interest, such as space junk, gambling or cloning, students watch a current affairs program or visit a web site on that topic. They add new information to a fact and opinion chart and decide if this information will be helpful in their argument. • After thinking or writing about a difficult decision; e.g., which high school to attend, students read *The Road Not Taken* and discuss if they feel differently or have a different understanding of what is involved in making life choices. They write about whether the image of two diverging paths is helpful or relevant to their decision.

GRADE 9

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
Use prior knowledge	
• discuss how interpretations of the same text might vary, according to the prior knowledge and experience of various readers	• Students read the poem *The Man Who Finds that His Son Has Become a Thief*, without knowing the title. Then they work in groups to discuss the meaning of the poem. After learning the title, students write about how looking at the poem from the perspective of the father changes their understanding of the poem.
• use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts	• After reading *The Sniper*, students discuss the theme of defending a cause, as portrayed in the story and in other books or movies they have read or seen. They create collages or movie posters to represent the message of the story. • A student writes about how his grandparents' stories about emigrating from Europe to Canada helped him understand the feelings and experiences of the Chao family in *The All-American Slurp*.
Use comprehension strategies	
• identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text	• Students collect and view a variety of advertisements for a particular product, such as cellular telephones, as if they were planning to purchase that product. They make a chart, listing features of the different advertisements; e.g., main message, hidden message, target audience, approach, mood and tone, slogan and logo, and visual appeal. They then choose which product they would buy and record reasons for their choice. • Students listen to other students reading the same poem and comment on how the readings show different shades of meaning.
• select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences (continued)	• While reading *Search for the Northwest Passage*, a student uses the map to locate and distinguish among the routes of the different explorers. • A student browses through a web site on a chosen topic to try to find specific information to answer particular questions. The student selects a specific section of the web site and checks for author, expertise, validity and bias of information before reading closely.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
(continued) **Use comprehension strategies**	
• preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading	• While gathering information on the importance of Lenin in the development of the Soviet system, a student checks the table of contents in *Russia, Then and Now* to locate the relevant chapter. The student reads the advance organizer of the chapter, to become familiar with the key features and timelines of the Soviet Union, and then reads the section on Lenin, paying particular attention to the page on which different points of view about Lenin's role are outlined. The student then checks the index for other references to Lenin.
Use textual cues	
• use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently	• A student checks the school bulletin board to locate the schedule for the school volleyball team and the specific dates for the away games. • Students skim and scan the index, section titles, headlines and advertisements in a newspaper to find the review and the location, dates and times of a local theatre production.
• analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication	• Students compare how web sites and catalogues are organized; e.g., how their purposes are similar and different, and how the structural features of each support their purposes. • Students compare two textbooks from a previous grade or topic studied, talk about which one they found easier to use or more helpful to their learning, and give reasons why. • Students shop for computer equipment in a catalogue, an online catalogue or a newspaper advertisement. They compare the use of format and words, the kinds of information presented and the effectiveness of the message.

GRADE 9

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
Use phonics and structural analysis	
• apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts	• After reading the dialogue, "You asked me that before. Kid don't exasperate me! I already said no!" a student says, "I think exasperate must mean get mad, because of the tone of the speaker. I'm going to check this in the dictionary." • When reading through a play, students highlight and pay particular attention to the lines they need to memorize for their parts and skim through the lines of the other characters.
Use references	
• use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise	• While revising a short story, a student uses the Dialogue Hints in the *Language Arts Survival Guide* to strengthen the realism of the dialogue. The student then turns to the reference on punctuating dialogue to confirm or adjust the punctuation in the story.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
Experience various texts	
• experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction	• Students read and view a variety of texts about aboriginal life in the past and present; e.g., the novel *No Word for Goodbye*, Chief Dan George's poetry, the painting and sculptures of Frederic Remington, the story of Allen Sapp in *Chronicler of the Cree*, and the overhead transparency of the photograph *Native American Girl and Her Grandmother*. The students prepare questions, based on themes from their reading and viewing, to ask an Elder who visits the classroom. • Students examine the theme of change from such diverse viewpoints as the story *Trying Not to See*, the article *Child Labor Aids 'Miracle' of Asia*, the poems *Requiem for a River* and *Big Yellow Taxi*, and the overhead transparencies *A City's Evolution* and *Ontario Tornado Damage*. In groups, students create murals that depict the theme of change as represented in the texts.
• identify and discuss how timeless themes are developed in a variety of oral, print and other media texts	• Students compare how classic and modern texts develop similar themes; e.g., how *Frankenstein* and *The Winnowing* deal with the theme of science and ethics.
• consider historical context when developing own points of view or interpretations of oral, print and other media texts	• Students brainstorm and record what they know about the history of Russia from their social studies class, or from other books or movies. They refer to this information as they read *Summer of the Mad Monk* or *The Wild Children*. • When reading *The Rosa Parks Story*, students evaluate Rosa's action in terms of the historical period in which it took place. They write a newspaper editorial or letter to the editor commenting on Rosa's decision not to give up her seat on the bus.
• compare and contrast own life situation with themes of oral, print and other media texts	• After reading *The Most Beautiful Girl in the World*, a student writes in a response journal about memories of a favourite cat, and how they are similar and different to those of the author in the story.
• express the themes of oral, print or other media texts in different forms or genres (continued)	• After listening to a guest speaker, viewing a videocassette and reading a biography with a particular theme, such as justice, hope or loneliness, students decide on a form, such as collage, tableau or song, that best expresses their feelings and ideas on the theme.

GRADE 9

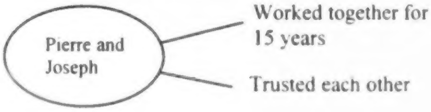
General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
(continued) **Experience various texts**	
• consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence	• Students discuss their interpretations of a speaker's point of view, using supporting examples from the speaker's presentation. • Students discuss the poem *[You are reading this too fast]*. Student 1: I think the person is saying that it is important to read poems slowly. Student 2: Yes, the line "read the spaces between the words" really gets at that idea. Student 3: It's not just reading slowly that counts. It's opening your mind to the meaning of the poem, like "relax until your heart is vulnerable, wide open." • Students take notes on important points, while listening to the presentations of two groups, one on each side of an issue such as "Should landfill sites only be built in the cities or areas that they serve?" The students use examples from their notes to make observations and ask questions during a general discussion of the issue.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Construct meaning from texts</td><td></td></tr>
<tr><td>• analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others</td><td>• As they read <i>To the Summit</i>, students complete a T-chart about the character Sarah.
<table><tr><th>Sarah's choices</th><th>Reasons for choices</th></tr><tr><td></td><td></td></tr></table>
After completing the book, a student reviews the T-chart and writes in her journal about the story: "When I think about the reasons for the choices that Sarah made, I realize that sometimes reasons are not straightforward. Getting to know her father better was actually more important than climbing a mountain. When I tried out for the school volleyball team, it was because I wanted to be on the team; but I also wanted to prove something to my brother. He thought I would never make the team."</td></tr>
<tr><td>• identify and discuss theme and point of view in oral, print and other media texts</td><td>• Using <i>Hansel and Gretel</i>, students write journal entries for different characters, such as Hansel, Gretel, the father, the stepmother and the witch. They discuss the shades of meaning a story has when seen from different points of view.
• Students read <i>A Secret for Two</i> and, with a partner, identify that the strength of the bond between an animal and its owner is the theme of the story. They reread the story and make a web that shows how the author develops the theme.

</td></tr>
<tr><td>• discuss and explain various interpretations of the same oral, print or other media text</td><td>• Students who read the same story or novel, or view the same videocassette, share and compare their responses by writing to each other in dialogue journals.</td></tr>
<tr><td>• relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance</td><td>• During a class discussion about how traditional roles have changed over the years, students cite examples from books, such as <i>Little Women</i>, movies, such as <i>Rebel Without a Cause</i>, and nonfiction articles, such as <i>Dads and Daughters</i>.</td></tr>
</table>

GRADE 9

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
Appreciate the artistry of texts	
• discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts	• While looking at an overhead transparency of the painting *Horse and Train*, students discuss how the use of horse and iron horse symbolize tradition and progress and how the placement and size of the horse and train influence their interpretation of the painting. • When reading *The Open Window*, a student comments: "When Mrs. Stapleton says, 'One would think he had seen a ghost.' she has no idea of the irony of her words."
• discuss character development in terms of consistency of behaviour and plausibility of change	• After reading the story *Thank You, M'am*, students discuss whether the actions of Mrs. Jones are enough to make the actions believable.
• describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character	• Students discuss how the word choices in *The Landlady* develop and sustain the suspense; e.g., "compelling him, forcing him to stay." • Students examine selected paragraphs from a story, such as *Trust* or *Operation Survival*, and identify specific words and phrases that develop mood.
• identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression	• Students discuss how the choice of visuals, such as real-life shots, and the types and styles of illustrations or animation enable the authors, illustrators and filmmakers to deal with different aspects of content and appeal to different kinds of audiences in different ways. • Students look at two different science magazines and discuss how the choice of topics, the presentations, the references, the vocabulary and the depth of information contribute to the reader's understanding.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques

<table>
<tr><th>Specific Outcomes</th><th>Illustrative Examples</th></tr>
<tr><td>Understand forms and genres</td><td></td></tr>
<tr><td>• explain the relationship between purposes and characteristics of various forms and genres of oral, print and other media texts</td><td>• After students find information on a specific news story by reading a newspaper, viewing a television newscast or listening to a radio newscast, they note the similarities, the differences and the effects of the presentations.</td></tr>
<tr><td>• evaluate the effectiveness of different types of media texts for presenting ideas and information</td><td>• A student decides to write a poem rather than an essay about the environment, because the student wants the message to have more emotional appeal.</td></tr>
<tr><td>Understand techniques and elements</td><td></td></tr>
<tr><td>• compare the development of character, plot and theme in two oral, print or other media texts</td><td>• Students read and view <i>The Most Dangerous Game</i>, or read <i>Flowers for Algernon</i> and view <i>Charly</i>, and chart the similarities.
<table>
<tr><th></th><th>Movie</th><th>Print</th></tr>
<tr><td>Setting</td><td></td><td></td></tr>
<tr><td>Characters</td><td></td><td></td></tr>
<tr><td>Plot</td><td></td><td></td></tr>
<tr><td>Theme</td><td></td><td></td></tr>
</table></td></tr>
<tr><td>• evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict</td><td>• While reading the novel <i>To the Summit</i>, students discuss if the author creates a believable relationship between Sarah and her father and solves their differences in a realistic way.
• While reading the novel <i>Driver's Ed</i>, students discuss the believability of the moral dilemma.</td></tr>
<tr><td>• compare a main character in one text to the main character in another text from a different era, genre or medium</td><td>• Students compare the motives, coping strategies and decisions of the main characters in such novels or short stories as <i>The Bronze Bow</i>, <i>To Build a Fire</i>, <i>Iceblink</i> and <i>Ordeal in the Arctic</i>.</td></tr>
<tr><td>• identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts

(continued)</td><td>• Students describe the events in the early years of the twins in the story <i>Jacob Have I Loved</i> from the point of view of Caroline, rather than the narrator—her twin sister, Louise. Students then discuss how a different narrator affects the story.
• Students narrate an incident from <i>Guess What? I Almost Kissed My Father Goodnight</i> from the father's and from the son's point of view, and they note the differences.</td></tr>
</table>

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Understand techniques and elements	
• summarize the content of media texts, and suggest alternative treatments	• Students view two different accounts of the same sporting event—one on a Canadian network and one on an American network. They compare the commentators, the portrayal of the event, the emotions evoked and their own feelings, and then write a proposal for improving future broadcasts.
Experiment with language	
• analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone	• After examining a song and music video with a central metaphor, students identify how the language and images contribute to a dominant impression. • Using *A Prairie Alphabet* as a model, students create an alphabet book on their community. • Students select a song or poem and design a poster or a CD cover to depict their interpretation of the selection.

General Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Specific Outcomes	Illustrative Examples
Generate ideas	
• generalize from own experience to create oral, print and other media texts on a theme	• Students choose a theme that relates to their own interests and experiences; e.g., changes, relationships, responsibility, and create a poetry anthology on the theme in the format of an audiocassette, a videocassette or a scrapbook, which includes favourite poems and poems written by themselves and others.
Elaborate on the expression of ideas	
• create oral, print and other media texts on common literary themes	• Students create a computer presentation or collage to interpret and extend themes, such as the difficult challenges in life, in the poem *Mother to Son*, or making choices, in the poem *Certain Choices*.
Structure texts	
• create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action	• Students create a story using such techniques as flash-back or two settings, where two characters communicate via postcards, fax and email to solve a problem. • Students present a tableau, silently or with words, of a chosen poem.
• create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events	• After examining some models that demonstrate character change; e.g., Bilbo Baggins in *The Hobbit or, There and Back Again* and Ben Holiday in *Magic Kingdom for Sale—Sold!*, students create characters, plot a story and add events that force character change. • A group of students writes and presents a play about a student who is left out of school activities. As a result of feedback from peers, the students revise their script to add events and make character actions more explicit, and they change the main characters' gestures and costumes to make the intent more clear. • While writing a story, a student jots down ways to make the ending believable, such as revealing more of the inner thoughts of the main character, adding new scenes, revising events or providing more detail.

GRADE 9

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
Focus attention	
• synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions	• A group of students researching leadership styles looks at newspaper articles, magazines, movies and government publications and interviews community members to get a sense of the breadth of the topic, the possibilities for research and to decide on a focus for their study.
• assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view	• Students who are preparing a presentation on being vegetarian decide which materials or people provide the most relevant, current and reliable information on the topic.
Determine information needs	
• select types and sources of information to achieve an effective balance between researched information and own ideas	• A student writes a letter to the school newspaper about the impact of technology in the school and decides he needs some examples and factual information to support his point of view. He asks some teachers, the school secretary, the principal, the librarian and other students about how technology has affected their work in school.
Plan to gather information	
• select information sources that will provide effective support, convincing argument or unique perspectives	• Students feel there is a need for a movie theatre in their town/ neighbourhood and plan a presentation to the town council. They select information sources, such as those at the town office—existing studies, zoning laws—and movie theatre chains, to determine such things as economic feasibility and suitable location. They also survey community members to determine support.
Use a variety of sources	
• obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research	• Students investigate the development of national park town sites from the perspective of environmentalists, business people and government representatives, by examining a variety of sources, such as magazine and newspaper files in libraries, government pamphlets, and the Internet. • Students attend a forum on the development of future recreation areas to obtain more information for their research projects.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

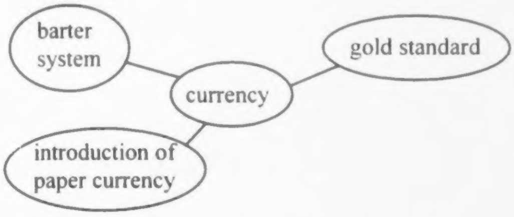
3.2 Select and Process

Specific Outcomes	Illustrative Examples
Access information	
• expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access information	• Students researching a sports figure, a singer or an actor, search through section headings, pictures, captions, and icons or symbols in newspapers, magazines and web sites in order to locate information.
• distinguish between primary and secondary sources, and determine the usefulness of each for research purposes	• As students investigate a career using a primary source; e.g., an interview with a police officer, and secondary sources; e.g., pamphlets, brochures and web sites, they discover that the primary source provides personal, practical information while the secondary sources provide a more generalized view.
• follow up on cited references to locate additional information	• Some students follow up on specific areas of interest, such as drawing comic strips, by locating references cited in the Exploring Further section of *MultiSource: Media and Communication Magazine*.
Evaluate sources	
• evaluate sources for currency, reliability and possible bias of information for a particular research project	• As students research a topic, such as substance abuse in sports, they use a checklist to evaluate their resources for relevance, purpose, accuracy, timelines and focus.

GRADE 9

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
Organize information	
- organize ideas and information by developing and selecting appropriate categories and organizational structures	- Students use strategies, such as webbing or outlining, to organize a specific topic; e.g.:  barter system gold standard currency introduction of paper currency - Students use a strategy, such as a tree diagram, to sort information.
- balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout	- A student strengthens the conclusion of an oral presentation by ensuring the key points in the introduction are reinforced in the conclusion, by moving an anecdote from the introduction to the conclusion and by making a statement about the future of the subject.
- develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text	- A student revises a topic sentence in a paragraph to clarify its relevance to the main point of the report or presentation. - A student uses repeated references to key words and phrases throughout an essay.
Record information	
- use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources	- As they read, listen and view, students record information in a variety of ways; e.g., webs, maps, KWL charts, index cards and jot notes. - Students choose quotes for such reasons as citing authorities and providing examples of apt word choice, and they reference quotes appropriately. - Students record information using two columns; the left column contains a brief summary of the main idea, while the right column contains supporting details.
(continued)	

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
(continued)	
Record information	
• select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text	• Students who are creating a photo essay, collage or slide show for a Remembrance Day presentation select appropriate pictures and record relevant ideas for the audience and occasion. • When writing an essay on "What one needs to be successful in high school," students present a point of view based on information derived from: – interviews with high school students – discussions with teachers – popular teen magazines.
• choose specific vocabulary, and use conventions accurately and effectively to enhance credibility	• While preparing oral presentations describing favourite fictional heroes or villains, students consult a thesaurus to choose specific adjectives, adverbs, nouns and verbs. • After discussing the impact of such words as cacophony and folly in *In Nature's Way*, students replace these words with other words and discuss the effect of the change.
Evaluate information	
• evaluate usefulness, relevance and completeness of gathered information; address information gaps	• When rehearsing for a role in a historical play, such as *King Arthur and His Knights*, students realize they need to find out about the time of King Arthur. They look at film and pictures to see the costumes, the mannerisms and the ways people interact to make the play realistic. • When researching the Industrial Revolution in Britain, a group of students realizes that it has a great deal of information on inventions and inventors but no information on how the inventions changed the nature of the work and the lives of the people in society.
• reflect on new understanding and its value to self and others	• After learning about the effects of inventions on the Industrial Revolution, students discuss the impact of technology on their lives and predict how things may change in the future. • After interviewing seniors about their years as teenagers and how they met change in their lifetimes, students write about the seniors' experiences and their meaningful advice.

General Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.4 Share and Review

Specific Outcomes	Illustrative Examples
Share ideas and information	
• communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles	• Groups role play a presentation requesting funding to market an original product. Presentations include a drawing or a model of the product, as well as computer-generated charts or graphs of projected income and expenses related to the production of the product. • Students create a computer presentation entitled Real Life Characters in Literature, using a template, font and graphics appropriate for the concept.
• integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience	• Students create a page for a class poetry anthology, by including visual representations of their poems along with the original poem. • Students produce a comic strip based on one incident in a novel.
Review research process	
• reflect on the research process, identifying areas of strength and ways to improve further research activities	• Students complete a reflection sheet on their research project. Research Project ____________________ I was successful with ____________________ I had difficulty with ____________________ Next time, I will ____________________

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
Appraise own and others' work	
• share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each	• A student is designing a poster to promote the use of bicycle helmets and is looking for an angle that will appeal to older teenagers. The student does a couple of mock-ups, showing the choices and layouts of words, and asks other students, "Would you read this poster? Why or why not?" • A group of students is preparing to help Grade 5 students make kites. The group drafts instructions and asks for feedback on whether or not the instructions are clear enough for someone who has not made a kite before; e.g., listed in a logical sequence, written at an appropriate reading level, accompanied by appropriate graphics or diagrams.
• work collaboratively to make appropriate revisions based on feedback provided by peers	• After a peer conference, students decide what to add, delete and change to improve their writing.
Revise and edit	
• revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions	• When revising an essay comparing socialist and capitalist economies, a student refers to a Venn diagram to ensure that all aspects of the comparison have been presented. • In a report on a field trip to a fort, a student realizes that a humorous anecdote part way through detracts from the purpose, which is to describe the fort and explain why it was established. The student moves the anecdote to the beginning of the report to make the introduction more interesting and effective.
• revise to enhance effective transitions between ideas and maintain a consistent organizational pattern	• Students refer to a list of transitional expressions, such as *first*, *finally* and *however*, to make their sentences build on one another and flow.
• revise to combine narration, description and exposition effectively	• After writing alternative endings for *Mystery of the Witches' Bridge*, students add more description to make the tone and intent of the dialogue more explicit.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
Enhance legibility	
• develop personal handwriting styles appropriate for a variety of purposes	• Students use appropriate handwriting styles for such purposes as jot notes for research, notes to friends, job application forms and a poem to be displayed.
• identify and experiment with some principles of design that enhance the presentation of texts	• Students create posters to display their interpretation of the settings of novels they have read, such as *Magic Kingdom for Sale—Sold!* They experiment with the size, font and shape of lettering; spacing; layout; sequence; and the use of colour and visual symbols.
Expand knowledge of language	
• distinguish between the denotative and connotative meaning of words and discuss effectiveness for achieving purpose and affecting audience	• Students examine a number of advertisements, comment on the word choices and their effects on audience and purpose, and explain why they think these word choices were made. • Students select words, such as *silver*, *father*, *friend* and *money*, and brainstorm for a variety of different connotative meanings associated with these words.
• explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions	• As students read novels, plays, or short stories set in other places or times, such as *Smith, The Hangashore* or *Frankincents an' Meer*, they jot down words or phrases with which they are not familiar and explore their meanings through discussion and research.
Enhance artistry	
• experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters	• Students create a brochure for new students coming into Grade 7, in which they consider the concerns of the staff, parents and new students. • Students write a letter to the principal about the food choices in the school snack bar, choosing words that indicate concern but are not confrontational.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
Attend to grammar and usage	
• identify and use parallel structure in own writing	• While writing an autobiography, a student revises the sentence, "I like swimming and to ski." to express it in a parallel grammatical form—"I like swimming and skiing."
• identify and use coordination, subordination and apposition to enhance communication	• While creating a picture book for the Grade 1 class, students show the relationship between ideas in their writing, in sentences such as: – Fred bought a skateboard, and he sold his in-line skates. – Fred broke his leg when he tripped over a dog. – Trixie, the black and white terrier, bit Fred.
• use a variety of strategies to make effective transitions between sentences and paragraphs in own writing	• Students use words and phrases to link ideas; e.g., *next, another reason, at the same time, meanwhile, in conclusion, in addition, in spite of*. • Students explore the change in plot or setting created by the short paragraphs in *Guess What? I Almost Kissed My Father Goodnight*.
Attend to spelling	
• demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing	• As students revise a piece of writing, they circle the words they think are incorrectly spelled or those for which they are uncertain about the spelling. They use dictionaries, spell checkers or peer review to confirm spellings.
• identify situations in which careful attention to correct spelling is especially important	• Students brainstorm situations in which accurate spelling is important; e.g., posters, displays, addresses, letters, résumés and job applications.
• identify and use variant spellings for particular effects, depending on audience, purpose, content and context	• Students look for variant spellings in billboards, magazines, advertisements and cartoons that are humorous, cryptic and eye catching. • When creating a poster on smoking, students decide which slogan is the most effective for their purpose; e.g., Don't Smoke, Just Say No, Do Not Smoke or Butt Out.

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
Attend to capitalization and punctuation	
• use quotation marks to distinguish words being discussed in own writing	• When responding to the short story *The Gift of the Magi*, a student writes, "When Della's hair is described as 'rippling and shining like a cascade of brown water,' it makes me realize even more how hard it must be to make the decision to cut it."
• use dashes to show sentence breaks or interrupted speech, where appropriate in own writing	• Students use dashes in sentences, such as: – Large numbers of immigrants from Eastern Europe—Russia, Poland and Hungary—came to Canada after 1912. – Hey you—where do you think you're going? – He kicked at the ball—and he missed.
• know that rules for punctuation can vary, and adjust punctuation use for effect in own writing	• A student chooses to use line breaks instead of commas for pauses in a free verse poem. • A student uses dashes, exclamation marks and brackets for special emphasis when writing a friendly letter, a journal or a diary entry.

GRADE 9

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share

Specific Outcomes	Illustrative Examples
Present information	
• select, organize and present information to appeal to the interests and background knowledge of various readers or audiences	• Students involved in a twinning project with a class of primary students create picture books about pets for the younger students. • With a partner, a student prepares a photo essay about being a Canadian for display at the local mall during Education Week.
Enhance presentation	
• choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences	• When speaking to Grade 6 students about reasons to attend their junior high school, students present information using a videocassette of sporting activities, a list of optional courses, pictures of the facilities and of the field trips, and stories of humorous and enjoyable incidents from student life. For their presentation to parents, students use charts and talk about the variety of programs, expected behaviour, school safety and parent involvement.
Use effective oral and visual communication	
• integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations	• When talking about the band program, students hand out brochures, show videocassettes of the band in action and of field trips, and display concert posters from previous years.
Demonstrate attentive listening and viewing	
• follow the train of thought, and evaluate the credibility of the presenter and the evidence provided	• After reading the short story *Guess What? I Almost Kissed My Father Goodnight*, students take part in a debate on the invasion of privacy. • When attending an orientation for high school, students use the information provided by presenters to choose options and decide on clubs and sports activities.
(continued)	

General Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
(continued) **Demonstrate attentive listening and viewing** • provide feedback that encourages the presenter and audience to consider other ideas and additional information	• After listening to a guest speaker at a career symposium, students think of questions of general interest, add related information or anecdotes, and ask for clarification. • Students review a recording of previous presentations and note changes that would improve their next presentation.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
Appreciate diversity	
• examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts	• Students read poems or stories or view pictures about Western Canada; e.g., *Penny in the Dust*, *The Future of Poetry in Canada*, *Prairie* and *Jake and the Kid*. The students discuss if the texts are realistic, true to what or who they know, capture their own feelings, and extend or change their understanding of their own environment.
• take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others	• In a group project on heroes, one student looks up definitions of heroes and presents them to help generate a group definition, another student finds a book or videocassette on war heroes, another shares information on mythological heroes, and some students do research on how heroes receive recognition nowadays. Students listen and respond thoughtfully to each other's contributions.
Relate texts to culture	
• analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history	• Students read the novel *The Wild Children*, which takes place in Russia during the 1920s, and compare and contrast their lives with the lives of Alex and the other children. • Students explore a variety of current and older texts, newspapers, magazines, television programs, advertisements, cartoons and packaging, and identify how differing lifestyles are reflected in texts.
Celebrate accomplishments and events	
• explore and experiment with various ways in which the language arts are used across cultures, age groups and genders to honour and celebrate people and events	• Students discuss ways in which language is used differently in such situations as a sports awards night, a wedding banquet, telephone conversations, conversations among men and conversations among women. • When planning a sports awards night, students delegate speaking assignments and ask others to prepare speeches that celebrate teams and their successes.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community (continued)

Specific Outcomes	Illustrative Examples
Use language to show respect • create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures	• Students dramatize ways that they could communicate with different audiences, such as: – the school principal – their parent or guardian – their best friend – a famous movie/rock star. Students discuss how their language, tone and posture are modified for each audience. • Some students write a thank-you letter, on behalf of the class, to a guest speaker and talk about the highlights of the speech. • Students discuss the potential effects of disrespectful language in their school, community and in media texts, and pay attention to their own use of language.

GRADE 9

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group

Specific Outcomes	Illustrative Examples
Cooperate with others	
• contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others	• Students listen to the poem *The Road Not Taken* and sketch their interpretation of the poem. In small groups they discuss and reach a consensus on the meaning of the poem, which they then share with the rest of the class. • Students conduct a survey regarding an issue in class or the school, such as field trip location or which books to order for class, and use the survey as a basis to make decisions.
• discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals	• With a given research project in mind, group members discuss and decide on areas of interest and responsibility, then generate a list of things to do and who will do them.
Work in groups	
• generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations	• After reading the play *Daydreamers*, students in small groups decide on the most significant scene, create a tableau depicting the scene, share the tableau and justify why the chosen scene is significant.
• share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives	• When preparing a report on the geographical regions of Russia, students decide who will be responsible for different parts of the project, agree on a common time frame, agree to meet regularly and make changes as needed. After gathering information, they check on their progress and give and receive assistance, as necessary, to meet timelines.

General Outcome 5
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.2 Work within a Group (continued)

Specific Outcomes	Illustrative Examples
Evaluate group process • establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement	• Students generate and complete a self-evaluation, such as: – What my group did to achieve our objective. ______________________________ ______________________________ – What I contributed to the group. ______________________________ ______________________________ – What I would do differently if given the chance. ______________________________ ______________________________ – Goals for future group work. ______________________________ ______________________________ • At the beginning of a project, students generate a group evaluation, including timelines, responsibilities, roles, evaluation and improvements.

Grade 9 References
Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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